Army Regulation 350–1

Training

Army Training and Education

Headquarters
Department of the Army
Washington, DC
9 April 2003

UNCLASSIFIED

SUMMARY of CHANGE

AR 350-1
Army Training and Education

This Department of the Army regulation contains information on Army training and education programs and incorporates changes directed by previous interim changes and messages. This regulation--

o Consolidates and supersedes AR 350-1; AR 350-35; AR 350-41; and AR 351-1.

o Prescribes DA Forms 5286 and 5286-1.

o Rescinds DA Forms 5316-R; 5317-R; 5794-E; and DA Form 5540-R.

o Establishes an annual training requirement for soldiers on the Army's homosexual conduct policy and fraternization policy (chap 1) and establishes the responsibilities for implementing this training (chap 2).

o Institutionalizes The Army School System and the roles and missions of its three components (chap 1).

o Provides revised guidance concerning Army Modernization Training (chaps 1, 2, 5).

o Implements the policy for Antiterrorism and Force Protection training (chaps 1, 4).

o Establishes responsibilities for the Assistant Secretary of the Army (Acquisition, Logistics, and Technology), Assistant Secretary of the Army (Manpower and Reserve Affairs), and the Assistant Secretary of the Army (Installations and Environment) (chap 2).

o Provides implementation guidance for the Training and Leader Development General Officer Steering Committee that combines and assumes responsibility for issues addressed in three previously separate steering committees (chapter 2).

o Changes funding responsibility for the Army Learning Centers and the Army Personnel Testing programs from Deputy Chief of Staff for Personnel to the Deputy Chief of Staff for Operations and Plans(chap 2).

o Allows soldiers to attend Active Army or Reserve Component schools under The Army School System and receive equal credit (provided the school is accredited by its affiliated training proponent)(chap 3).

o Provides guidance for civilian training and education (chap 3).

o Expands information on the officer education system, warrant officer education system, noncommissioned officer education system, and training and education for Department of the Army civilian employees (chap 3).

o Establishes Army physical fitness policy (chap 1); defines Army physical
   fitness test and height and weight standards as enrollment and graduation
   requirements for professional development schools (chap 3); and provides
   guidance for physical fitness training in units (chap 4).

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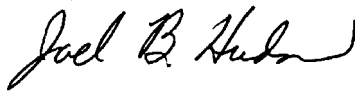***Army Regulation 350–1**

Effective 9 May 2003

Training

Army Training and Education

By Order of the Secretary of the Army:

ERIC K. SHINSEKI
General, United States Army
Chief of Staff

Official:

[signature]

JOEL B. HUDSON
Administrative Assistant to the
Secretary of the Army

History. This publication is a major revision.

Summary. This regulation is a consolidation of several regulations that provide policy and guidance concerning Army training and education. This regulation updates policies, objectives, and programs; aligns doctrine for the management of Army training and education programs in support of a force-projection Army; defines responsibilities of commanders to conduct and manage Army training and education; and provides new guidance concerning The Army School System, Army modernization training, and selected soldier, civilian, and leader training and education programs.

Applicability. This regulation applies to the Active Army, the Army National Guard of the United States, the U.S. Army Reserve, and Department of the Army civilians. During mobilization the proponent may modify the policies and procedures contained in this regulation.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff, G–3. The proponent has authority to approve exceptions to this regulation that are consistent with controlling law and regulation. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency in the grade of colonel or the civilian equivalent.

Army management control process. This regulation contains management control provisions, but does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without approval from Headquarters, Department of the Army, Office of the Deputy Chief of Staff, G–3: DAMO-TR, WASH DC 20310–0400.

Suggested improvements. Users are invited to send comments on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Headquarters, Department of the Army, Office of the Deputy Chief of Staff, G–3, ATTN: DAMO-TR, WASH DC 20310–0450.

Distribution. This publication is available in electronic media only and is intended for command levels A, B, C, D, and E for the Active Army, the Army National Guard of the United States, and the U.S. Army Reserve.

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Chapter 1
Introduction

Section I
Overview

1–1. Purpose
This regulation prescribes policies, procedures, and responsibilities for developing, managing, and conducting Army training and education programs.

1–2. References
Required and related publications and prescribed and referenced forms are listed in appendix A.

1–3. Explanation of abbreviations and terms
Abbreviations and special terms used in this regulation are defined in the glossary.

Section II
Goals and Objectives of the Army Training and Education System

1–4. Army mission and the national military strategy
a. The primary mission of the Department of the Army (DA) is to organize, train, equip, and provide forces for prompt and sustained combat on land, air and in Space. In addition to compelling enemies, the Army deters potential adversaries, reassures allies and friends, and supports the nation at home.

b. The Army's unique contributions to joint military operations are its soldiers, and those who support them. They are prepared to conduct prompt and sustained operations throughout the wide range of military operations in any environment that requires land-force capabilities. At the opposite end of the military operations spectrum, the Army must provide relief at home and abroad in times of natural disaster. The Army must maintain this range of capabilities as an integral element of joint forces for implementing the nation's military strategy. The Army provides national leaders the ability to shape the environment and respond to crises with forces trained and tailored to the mission.

c. Responsibilities for these activities are found in chapter 2.

1–5. The training vision
a. The doctrine of Field Manual (FM) 3–0 focuses on decisive land combat through greater operational flexibility, improved force projection, and incorporation of technological advances. This doctrine also recognizes the Army's role in joint and coalition operations worldwide.

b. The Army is changing its training and education methods as it prepares for the 21st century. The Army will reengineer individual, collective, and modernization training to support units to achieve readiness in battle-focused, mission-essential tasks using information-age technology. Department of Defense (DOD) high-level architecture (HLA); training aids, devices, simulators, and simulations (TADSS) using standard terrain, threat, and icon databases embedded in materiel systems; synthetic environments; mission rehearsal capabilities; and distance learning will revolutionize the Army's individual, collective, and modernization training.

c. HLA will provide a common framework of functional elements, design rules, and interfaces for DOD simulations and build on and supersede the distributed interactive simulation program. Institutional and self-development strategies will support individual soldier and unit collective training needs. Unit commanders will use Standard Army Training System (SATS) and other authorized SATS derived automated unit training management tools that support the training management foundation described in FM 7–0 and FM 25–101. SATS-supported programs will assist Army trainers to develop training requirements and strategies, identify resources, manage training, and assess training readiness.

d. Virtual simulation will use computer-generated battlefields and networked simulators with the approximate physical layout of tactical weapons and vehicles. Virtual simulation training will permit units to experience maneuvering over much larger areas and to train for new and different terrain and climates with minimal environmental and safety restrictions. Constructive simulations will use computer models to exercise command and staff functions from platoon to Joint Task Force (JTF) level. Live simulation employing real tactical systems and using the Tactical Engagement Simulation (TES) training system will be executed during advanced individual and collective training at training institutions, home station, live-fire ranges, and combat training centers (CTC) and while deployed in support of military operations. The TES training system is an advanced collective training methodology supported by a family of sophisticated TADSS. It will teach FM 3–0 doctrine and supporting tactics, techniques, and procedures in tough, realistic, free-play, force-on-force, field training exercises. Deployable training support packages (TSP) and distance learning will support training and education for soldiers and DA civilian employees at their home stations and while deployed throughout the world.

e. The vision of the 2010 training end state is a networked organization engineered to meet institutional, unit, and modernization training needs for the Army. Training will remain focused on wartime missions. Realistic, sustained,

multiechelon, and totally integrated training will be stressed at all levels. Virtual and constructive simulations and simulators will support the achievement and sustainment of training readiness in units, while live simulation will validate training proficiency. The vision is to build synthetic environment battlefields, integrate them with live training, and use automated training management tools to provide trainers with a menu of structured exercises, to include mission-rehearsal capabilities, driven by a flexible, mission essential task list (METL). The Army will rely heavily on information-age technologies to conduct unit and institutional training and to develop strategies for self-development training, modernized classrooms, distance learning, training development, automated testing, and Army modernization training (AMT).

1–6. Army training and education goals

The Army's peacetime mission is to prepare to fight and win in war and to support other ongoing operational requirements. The Army meets this mission by providing realistic, mission-focused individual, unit, and leader training. The Army must be trained to succeed across the wide range of military operations. It must be a capabilities-based force that provides options for our nation, under a wide variety of contingencies. The goals of Army training and supporting education are to—

a. Develop a combat-ready force that is physically and psychologically prepared to mobilize, deploy, fight, and win wars and conduct peacekeeping operations anywhere in the world as part of a joint, combined, or interagency force.

b. Ensure its units, organizations, soldiers, and leaders are trained to accomplish their missions and supporting tasks, and survive.

c. Provide tough, realistic, training that is focused on current and projected operational missions.

d. Apply advanced technologies to provide realistic and safe training within resource constraints.

e. Develop competent, confident, and professional military and civilian leaders to meet the Army's current and future needs.

1–7. Army training and education objectives

a. The principal objective of Army training and supporting education is to develop and maintain unit combat readiness.

b. The three pillars of the Army's training and education system are: individual training and education (training in schools and through distance learning), operational assignments, and self-development training. Each of the pillars attempts to enhance the ability of Army units, organizations, and individuals to perform their missions. The Army must—

(1) Develop and maintain a motivated, disciplined, and physically tough force capable of accomplishing worldwide operational missions.

(2) Exploit emerging technology and live, virtual, and constructive simulation to offset the restrictions imposed upon live training and use of high-technology weapons systems that result from safety considerations, environmental sensitivities, and higher training costs.

(3) Provide cost-effective and efficient individual, unit, organizational, and leader training.

(4) Improve training efficiency and effectiveness through distance learning, through HLA, and by reducing training distracters.

(5) Develop and institutionalize embedded training by building into or adding onto operational systems integral training aids, devices, simulators, and simulations.

c. Treating soldiers with dignity and respect is an Army bedrock value. Soldiers will be treated with dignity and respect. They will be afforded a challenging and rewarding environment in which to live and work:

(1) Harassment of soldiers for any reason, to include race, religion, national origin, sex, and perceived sexual orientation, will not be tolerated.

(2) Commanders at all levels will take appropriate action to prevent harassment and/or threats against any soldier.

(3) Soldiers will receive annual training on the Army's homosexual conduct policy.

(4) Soldiers will not be subjected to improper fraternization relationships between: officers (commissioned and warrant) and enlisted; permanent party personnal and initial entry training (IET) trainees; or United States (U.S.)Army Recruiting Command permanent party personnel (assigned or attached) and potential prospects, applicants, members of the Delayed Entry Program, or Members of the Delayed Training Program not required by the recruiting mission.

(5) Soldiers will receive annual training on the Army's fraternization policy.

Section III
Army Training and Education Strategy

1–8. Training principles and doctrine

a. Army training and education programs cultivate individuals, units, and organizations with professional military and civilian competence. The Army develops—

(1) Quality units and organizations by developing and executing training and by providing mission specific training

programs that use training products provided by the training proponents. The quality of training that units or organizations receive flows directly from emphasis by commanders on the principles of training described in FM 7–0 and FM 25–101. Leaders create a climate that demands training-to-standard and rewards subordinates who are efficient and effective trainers. The freedom to exercise initiative and exchange ideas creates a healthy command and training climate.

(2) Individual training and education programs for soldiers and DA civilian employees. These programs provide sequential and progressive training that assures individuals are qualified for assignment to their duty position. The Army Study System (TASS) is the principal source of individual training and education for Army personnel. Civilian institutions also provide training and education that support professional development.

b. Doctrine contained in FM 3–0, FM 7–0, and FM 25–101 is the centerpiece for unit training. The mastery of FM 3–0 doctrine and tactics, techniques, and procedures is the central objective of military training. Leaders must possess and be capable of using the doctrinal skills, knowledge, and experience required to train and prepare their subordinates for assigned missions.

c. Most future military operations will involve elements of other military services and nations. Consequently, the Army conducts combined, joint, and multinational military training exercises in a battle-focused setting designed to train commanders, leaders, military and civilian staffs, soldiers, and units for future operational missions. Joint exercises are normally conducted as part of the Joint Chiefs of Staff (JCS) Exercise Program. Unit commanders involved with JTF operations will establish training programs in accordance with Chairman of the Joint Chiefs of Staff Memorandum 3500.03.

d. Training will be the top priority for all commanders. To prepare individuals and units for immediate deployment and organizations for employment in support of operational missions, Army individual, collective, and modernization training provides for—

(1) Unit training that develops the critical components of combat readiness. These include development of—

(a) Soldiers, leaders, and units capable of deploying, executing assigned missions, and redeploying.

(b) Effective combined arms teams consisting of integrated combat, combat support (CS), combat service support, and close air support.

(2) An individual training system that—

(a) Produces initial entry soldiers who are highly motivated, disciplined, physically fit, and skilled in common soldier and basic branch tasks.

(b) Provides a training base of Army schools that prepares soldiers and DA civilian employees for more complex duties and progressively higher positions of responsibility.

(c) Produces soldiers capable of performing military occupational specialty (MOS), Area of Concentration (AOC), additional skill identifier (ASI), skill identifier (SI), special qualification identifier (SQI), and language identification code (LIC) tasks. Prior service Reserve Component (RC) and Active Army personnel receive required training through The Army Training System courses (TATS-C) or proponent-approved formal on-the-job training (OJT). TATS courses are designed to train the same MOS, AOC, skill level, SQI, ASI, LIC, and SI within the Army. TATS also includes MOS qualification (reclassification), Army leadership, and professional development courses.

(d) Provides reclassification training for changing an enlisted or warrant officer MOS, or to qualify an officer in a new branch. Reclassification training will be accomplished in accordance with Army Regulation (AR) 140–1, AR 614–200, and AR 611–1.

(3) Active Army, Department of the Army civilians, and RC forces able to mobilize rapidly, deploy, and perform their operational missions.

(4) Standardization of tasks and performance standards across the Army. Units and soldiers performing the same tasks will be trained to the same standard.

(5) Efficient and effective internal and external evaluation procedures that improve training, sustain required readiness levels, and control or reduce costs.

(6) A training system that supports peacetime requirements and transitions smoothly at mobilization.

(7) A full review of force protection, safety and risk management, and environmental protection considerations during planning for individual, unit, and organizational training events. In addition, installation commanders must implement an Integrated Training Area Management (ITAM) Program to address current and future land management needs. (See AR 350–4.) The ITAM program must include—

(a) Assessment and monitoring of current and future land capabilities and conditions.

(b) Rehabilitation and maintenance of training land.

(c) Management scheduling systems that integrate training requirements with land capabilities and maintenance practices.

(d) Environmental awareness.

(8) Individual and self-development training strategies that support individual, collective, and leader development training in units and organizations.

(9) User training on operating, maintaining, and employing new or improved systems, and ensures an orderly

transfer of knowledge on the operation and maintenance of equipment from the materiel developer or provider to the tester, trainer, supporter, and user.

1–9. The Army training and education system

a. The three pillars of training, *individual training and education (training and education in schools and through distance learning), operational assignments,* and *self-development training* support the Army's training and education system and leader development. Individual training and education courses provide soldiers and civilian employees an opportunity to gain the skills, knowledge, and experience needed to perform the duty position requirements of their operational assignment. Operational assignments provide unit and organization training and experience that refine skills and broaden knowledge. Self-development is a planned (competency-based) process that individuals use to enhance previously acquired skills, knowledge, and experience. The process enhances readiness and the potential for progressively more complex and higher level assignments. Self-development focuses on maximizing individual strengths, minimizing individual weaknesses, and achieving individual goals. Self-development is a joint effort that involves the commander or supervisor and the individual. Self-development actions are structured to meet specific individual goals and needs. The three pillars of training adapt to changes in force structure; constrained resources; advances in doctrine, technology, and policy; and individual professional development needs.

b. The Army accomplishes its principal peacetime mission through individual training, collective training, and Army Modernization Training (AMT).

(1) *Individual training* (including leader development) provides the soldier or DA civilian employee the knowledge and skills to improve individual and organizational performance and assist in achieving the Army's mission and performance goals. Individual training prepares the soldier or DA civilian employee to improve performance of current and future operational assignments. The training proponents support individual training by identifying individual tasks and supporting skills and knowledge, establishing performance standards, and producing individual training products. These training products include, but are not limited to, combined arms training strategies (CATS), training courses, TSPs, and TADSS. Individual training includes—

(a) Training and education presented in residence and by distance learning.

(b) Initial entry training (IET) and officer, warrant officer (WO), noncommissioned officer (NCO), and DA civilian employee training and education.

(c) The Army School System, commercial firms, specialized Army activities at civilian institutions, and units in the field conduct this training. The Army training proponents (for example, U.S. Army Training and Doctrine Command (TRADOC), U.S. Army Medical Department Center and School (AMEDDC&S), and the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWC&S)) support individual training and education by identifying individual tasks, establishing performance standards, and designing and developing individual training products. The career program functional chiefs, career field personnel proponents, or others develop Army civilian individual training requirements as described in chapter 3 of this regulation. The Army's individual training component includes formal resident and nonresident training sites, individual training in units and organizations, and self-development training. Training proponents provide guidance and training products to the soldier. Technological advances now allow and require (through goals and incentives) Army personnel to learn on their own time in a number of ways (for example, interactive multimedia courseware for use with a personal computer and videotapes).

(d) TASS includes all Army individual training and education institutions (schools, colleges, and academies) and courses. The Army School System institutions must be accredited to teach courses. The critical components of TASS are The Army Training System (TATS) courseware. These courses train the entire population of a specific job throughout all components of the Army to the same standard. Training is designed in recognition of RC time, facility, and resource constraints.

(e) Installation Army Education Centers (AEC) and Army Learning Centers (ALC), which are multi-use facilities that support individual training, leader development, and self-development training and education through a wide range of programs and services. These programs and services are available to all soldiers, DA civilian employees, and adult family members. They include—

  1. Training and education materials including distance learning and self-development training products.
  2. Language and computer laboratories.
  3. Tutorial assistance.
  4. Occupational libraries.
  5. Army and civilian personnel testing.

(f) Army training institutions provide support to the Reserve Officer Training Corps (ROTC), National Defense Cadet Corps (NDCC), Army National Guard (ARNG), U.S. Army Reserve (USAR), and active Army units, and other training activities as directed. They provide administrative and logistical support of staff, faculty, units, and personnel assigned or attached to the school for duty. Additionally, they establish requirements for procurement, maintenance, and operation of adequate housing and academic buildings. These institutions also provide training to students of other

nations in accordance with AR 12–15, and maintain security of training information in accordance with AR 380–5, AR 380–10, and AR 380–19.

(2) *Collective training* includes training in units and organizations that prepares crews, teams, and units to accomplish their operational missions. Training in units consists of performance-oriented individual and collective training leading to participation in combined arms, joint, and multinational exercises. Unit commanders and leaders follow the principles and procedures in FM 7–0 and FM 25–101 to develop their METL, which supports their wartime mission, and implement training based on those tasks. The training proponents support collective training by identifying collective tasks and supporting individual tasks, establishing performance standards, and producing collective training products. These training products include, but are not limited to, CATS, mission-training plans (MTPs), drills, exercises, TSPs, and simulations.

(3) *Army modernization training* supports Army modernization programs. This training includes new equipment training (NET), doctrine and tactics training (DTT), displaced equipment training (DET), and sustainment training (ST).

(a) New equipment training is the transfer of knowledge on the operation and maintenance of new or improved systems from the materiel developer (MATDEV) to testers, trainers, supporters, and users.

(b) Doctrine and tactics training is training provided by proponent schools to soldiers and commanders on how to employ the capabilities of new or improved systems in combat.

(c) Displaced equipment training is provided by the proponent school or losing major command (MACOM) on equipment currently in the inventory that is scheduled for redistribution from one organization to another.

(d) Sustainment training includes individual and collective training that is conducted within a unit, organization, or school after completion of NET or DET and DTT to ensure the continued capability to operate, maintain, and employ the materiel system. The major Army command (MACOM), combat developer (CBTDEV), training developer (TNGDEV), MATDEV or provider, and Headquarters, Department of the Army (HQDA), together ensure effective training programs exist or are developed to help sustain unit training.

1–10. The combined arms training strategy

a. CATS is the Army's overarching strategy for current and future training of the force. It establishes unit, soldier, and leader training requirements and describes how the Army will train and sustain the Army to standard in the institution, units, and through self-development. This includes ensuring that CTCs, which replicate the battlefield with great fidelity, are available to the force-projection Army. CATS also identifies and quantifies the training resources required to execute training. Resources for the CATS are then coordinated and synchronized with Standards in Training Commission (STRAC) programs. Issues between CATS and STRAC resourcing of those strategies will be resolved through the Training General Officer Steering Committee (TGOSC) process.

(1) CATS enables the Army to integrate and manage Army training and to identify the associated training resource requirements. CATS provides direction on how the force trains and identifies a recommended mix of live training and simulation resources to execute the training. The development of training strategies is the first step in designing training.

(2) The Army training proponents design CATS following the principles established in FM 7–0, FM 25–101, and the applicable training analysis data. These proponent-designed training strategies define a sequence of training events for unit and individual training. These strategies serve as a proponent's plan for training required tasks and skills. The strategies reflect the proponent's training strategy by deciding which tasks and skills will be trained in the institution and at the unit and how they will be trained. Proponents consider the implications of joint and combined operations when developing these strategies.

(3) CATS strategies ensure the appropriate integration of training resources for heavy, light, and special operations forces for the Army. CATS is a flexible system that does not limit leaders. It provides leaders with a menu of training tasks, events, and resources from which they can plan and manage training.

(4) CATS also assists training resource development, procurement, and management. This function of CATS requires close coordination between the training development community and the combat development community. This ensures that potential doctrine, training, leader development, organization, materiel, and soldier (DTLOMS) requirements identified within the combat development process are integrated into the appropriate training strategies at an early stage.

b. The CATS addresses two different time frames. They are(

(1) Short-range institutional, unit, and self-development strategies are baseline strategies that describe how the Army trains now. These short-range strategies apply the current and the next 2 training years. They provide doctrine-based training strategies including tasks, training events, gates, and training resource options for the institution or unit trainer. Short-range strategies are based on the current threat and capability requirements, missions, doctrine, organization and training resources, operations tempo (OPTEMPO), ammunition, training land, ranges, facilities, and TADSS.

(2) Long-range strategies reflect anticipated changes in technology, budget, force capabilities, and missions three to ten years beyond the current year. They identify projected or planned training resources in addition to those currently available. Long-range strategies forecast changes in the mix and type of training resources needed to execute future

training, ensuring that the Army has a sound acquisition plan for obtaining these training resources. These strategies guide the TNGDEV, CBTDEV, and MATDEV in the development of future training for combat equipment and combat systems.

c. CATS currently consists of three integrated strategies:

(1) Training proponents prepare *unit strategies* that describe how units may train and the resources recommended to execute this training. CATS unit strategies depict the recommended training a unit and its soldiers should conduct annually, if properly resourced to maintain combat readiness and sustain trained and ready units. The strategies serve as a training menu. Each commander must compare the unit's training strategy with the unit's METL, training level of readiness, OPTEMPO limitations, time available, and available training resources to determine the best way to manage training for the unit. Proponents prepare unit strategies in the form of matrices. Unit strategies reflect individual soldier skills and tasks that soldiers must accomplish to support the unit mission.

(2) The training proponents prepare individual training strategies.

(a) The long-range individual training strategies establish milestones for developing and implementing new or revised TSPs, courses, and training programs. These strategies identify long-range peacetime and mobilization training requirements and provide an estimate of long-range resources required to support training. The long-range training strategies become the individual training plan (ITP) for each occupational specialty and appear as Part 1 of the Career Development Model.

(b) The short-range individual training strategies are based on task analysis. They cover the execution and budget years and identify specifically who, what, when, where, and how each individual critical task is trained. They establish peacetime and mobilization training requirements and identify initial and sustainment training requirements for individual and unit critical tasks. In addition, they estimate resource requirements to support training and establish the need to produce individual training products and materials, including TADSS and TSPs. These strategies appear as Part 3 of the Career Development Model.

(3) Self-development strategies enable soldiers and DA civilian employees to supplement their professional growth in the skills and competencies they need as leaders and technical specialists. All individuals are responsible for acquiring and sustaining the skills, knowledge, and experience needed to successfully perform the duty position requirements of current and future assignments. Successful efforts involve participation of the individual and the commander or supervisor to identify, counsel, and monitor development goals and accomplishments. Self-development is a continuous process that takes place during institutional training and the operational assignments. Self-development actions may include self-study, reading programs, advanced civil schooling, or community leadership positions that support the individual's development goals. Self-development is the individual's responsibility. These strategies will be created for each enlisted and warrant officer MOS, officer AOC, or civilian career field. They are published as Part 2 of the Career Development Model. The self-development training strategy consists of directed and self-motivated components.

d. CATS is the foundation of the unit-oriented training strategy used by the SATS. CATS and SATS assist trainers to design military training programs, determine unit readiness, plan for mobilization, and develop training budgets.

1–11. Leader development

a. The Army's formal leader development process promotes the growth of individual leaders through training and education, experience, assessment, counseling and feedback, remedial and reinforcement actions, evaluation, and selection. This integrated, progressive and sequential process occurs in Army schools, units, civilian education institutions, and organizations.

(1) Army schools conduct branch, branch immaterial, and functional training that prepare individuals to lead and command units and organizations or serve as staff members at all levels within the Army. The U.S. Total Army Personnel Command (PERSCOM), unit commanders, and organization heads select individuals to attend these courses in accordance with career development models.

(2) Through experience gained during operational assignments, leaders acquire the confidence, leadership, and the competence needed for more complex and higher level assignments.

(3) The leadership assessment process measures subordinates' leadership values, attributes, skills, knowledge, and potential to lead at specific levels within the Army. The assessment process provides the basis for evaluation (periodic and formal rating of performance) and development (a continuous and informal process aimed at improving leadership potential). For both the evaluation and development assessment processes, the individual's performance is rated against established standards which are understood by both the individual and the commander or supervisor conducting the assessment.

(4) Counseling and feedback provide clear, timely, and accurate information concerning individual performance compared to the established standards. As a part of the counseling and feedback session, the commander or supervisor assists the individual to identify strengths, weaknesses, and developmental needs.

(5) Remedial actions focus on correcting weaknesses that adversely impact on the individual's performance of current duty requirements. Reinforcement actions focus on sustaining and refining existing leadership skills and knowledge.

(6) The evaluation process officially rates an individual's past performance based on established standards. As a formal rating, evaluations are directly linked to selection for promotion, schooling, and various duty assignments.

(7) The selection process identifies individuals for promotion, schooling, and various duty assignments based on established criteria.

b. The Army's leader development system is designed to develop leaders of character and competence who understand and are able to exploit the full potential of current and future doctrine. The Army also develops and trains leaders to operate as part of joint and multinational staffs. It enhances relationships with regional partners through combined exercises, continual contacts, and national assistance. The goal is to develop Army leaders who clearly provide purpose, direction, motivation, and vision to their subordinates while executing operational missions in support of their commander's intent. Army leaders gain needed skills, knowledge, and experience through a combination of institutional training and education, operational assignments, and self-development. (See FM 22–100.)

(1) Institutional training and education courses qualify leaders for service in the Army, and provide them with the basic knowledge and skills needed to perform the duty position requirements of future operational assignments. Institutional training and education usually precede a new level of operational assignment. In each case, the institutional training base is the foundation upon which individuals develop their maximum potential.

(2) Operational assignments provide leaders an opportunity to apply the skills and knowledge gained during institutional training to the requirements of their assigned duty position. The value and effectiveness of leader development during operational assignments depend on the organization's or unit's command climate and commander's involvement. Commanders and supervisors enhance leader development by(

(a) Creating a command climate and working environment that develops leaders as a primary mission.

(b) Ensuring each individual meets training and education requirements.

(c) Assigning individuals to progressively more difficult, complex, and demanding duty positions. Duty positions must provide opportunities for soldiers and employees to gain experience from a full range of duties, responsibilities, and missions.

(d) Assessing individual performance and providing counseling that identifies strengths, weaknesses, and developmental needs.

(e) Coaching individuals on a regular basis.

(f) Assisting individuals during the preparation and execution of their self-development action plans.

(3) Self-development is a planned, dimension-based, progressive, and sequential process the individual leader uses to improve performance and achieve developmental goals. Self-development is a continuous process that takes place during institutional training and education and operational assignments. It is a joint effort involving the leaders and the commander or supervisor. Self-development actions are structured to meet specific individual needs and goals. It starts with an assessment of leadership skills, knowledge, and potential. A counseling and feedback session follows each assessment. During the counseling sessions, commanders or supervisors assist the individual to identify strengths, weaknesses, and developmental needs. Additionally, they discuss causes for strengths and weaknesses and courses of action to improve performance.

(a) Initial self-development is structured and narrow in focus. Self-development broadens as the individual gets to know himself or herself, determines needs, and becomes more independent. An individual's knowledge and perspective increase with age, experience, and training and education and are accelerated and broadened by specific, goal-oriented self-development.

(b) The value of self-development plans depends on the effectiveness of school, organization, or unit leadership assessments and leader development programs.

(c) Self-development actions include—

1. Attending military and civilian training and education programs that support developmental goals.

2. Seeking challenging, demanding, and complex assignments that provide opportunities to gain experience for future assignments.

3. Conducting self-study and practicing relevant leadership, technical, tactical, and functional tasks frequently to attain and sustain the required levels of proficiency.

4. Expanding knowledge by studying history, doctrine, and professional manuals and publications.

5. Conducting self-evaluation of performance to identify strengths and weaknesses and to determine their impact on performance.

6. Seeking guidance from the commander or supervisor and more experienced leaders and peers.

7. Seeking leadership roles in the military and civilian community or other public service activities.

8. Avoiding prolonged assignments outside one's chosen career field.

9. Developing and executing a self-development action plan that provides a clear path for achieving developmental goals. Immediate goals are remedial and focus on correcting weaknesses that adversely impact on the individual's performance in the current duty assignment. Near-term goals focus on attaining and refining the skills, knowledge, and experience needed for the next operational assignment. Long-range goals focus on preparing the individual for career-long service. Goals are supported by progressive and sequential actions to improve performance and achieve maximum

growth and potential.

1–12. Antiterrorism and force protection
Specific Army standards for Antiterrorism and Force Protection (AT/FP) training are listed in chapter 5, AR 525–13. Individual AT/FP training is mandatory for all soldiers, DA civilian employees, and DOD contractors and is strongly recommended for family members prior to travel outside the 50 United States and its territories and possessions for any reason, including mobilization, temporary duty (TDY), permanent change of station (PCS), and leave. There is also an AT/FP training requirement for personnel stationed outside the United States. Individual AT/FP training is valid for 1 year and must be documented. (See paras 3–5, 4–4, and 4–17 of this regulation.)

1–13. Integration of risk management and environmental considerations into training
a. Leaders will include safety and environmental protection considerations during the planning and execution of training events and activities. All leaders will integrate risk management practices that will not unnecessarily expose personnel and equipment to the risk of injury, illness, and accident.

b. Safety and risk management training will be task based and performance oriented, presented to all personnel, and structured using the three-tiered approach described below.

(1) Military commanders and military and civilian supervisors and staff will be trained to use the risk management tools and techniques to: identify and control hazards; plan and provide resources for protecting the force; establish and enforce safety and other appropriate standards (such as security) and public law; and ensure subordinate leaders are committed to the protection of their personnel, equipment, and environment. FM 100–14 provide detailed guidance for the application of risk management to protecting the force and the environment.

(2) All leaders will be trained to use the risk management process to identify and control hazards; lead safely by example; minimize the severity and frequency of accidents; plan and conduct safe operations; train individual and unit safety personnel; manage accident risks in unit operations; motivate subordinates to practice safe behavior; apply environmental awareness to daily activities; and plan and conduct environmentally suitable actions and training.

(3) All personnel must practice for safe behavior; safe operations; recognize and report unsafe acts and conditions; and take actions to prevent accidents.

(4) All personnel must to be familiar with environmental restrictions applicable to the training location, and to take responsibility for avoiding unnecessary environmental damage.

c. Training safety risk assessments and environmental risk assessments will be conducted during the planning phase of training to ensure that the training is realistic, yet does not cause unnecessary environmental damage, violate environmental legal restrictions, or exceed an acceptable level of risk. Leaders responsible for training will use the five-step risk management process shown in table 1–1.

d. Training safety and environmental assessments are continual and will be conducted during all phases of training development, implementation, and evaluation. Risk management will be integrated into the training development process and will be employed in training planning and delivery. Risk assessment codes are required for every lesson plan, both resident and nonresident, in the Active Army and RC.

e. The Department of Labor Occupational Safety and Health Act (OSHA), applied by Executive Order, requires job related training for all individuals potentially exposed to workplace hazards. The OSHA and other statutes require appropriate safety and health training for soldiers and DA civilian employees including specialized job safety training appropriate to the work assigned.

Table 1–1
The risk management process[1]

Step	Action	Description
1	Identify hazards	Identify hazards to the force. Consider all aspects of current and future situations, environment, and known historical problem areas.
2	Assess hazards	Assess hazards to determine risks. Assess the impact of each hazard in terms of potential loss and cost based on probability and severity.
3	Develop controls and make risk decisions	Develop control measures that eliminate the hazard or reduce its risk. As control measures are developed, risks are re-evaluated until all risks are reduced to a level where benefits outweigh potential cost.
4	Implement controls	Put controls in place that eliminate the hazards or reduce the risk.

Table 1–1
The risk management process[1]—Continued

Step	Action	Description
5	Supervise and evaluate	Enforce standard and controls. Evaluate the effectiveness of controls and adjust and update as necessary.

Notes:
[1] Detailed explanations of this process may be found in FM 100–14 and FM 101–5.

1–14. Training development

The Army's training development process, the Systems Approach to Training (SAT) must be used by all commands and agencies. The process ensures a systematic approach to making individual and unit training decisions. It determines: whether or not training is needed; the content and level of training; how, when, and where the training will be conducted; and the training resources required to produce, distribute, implement, and evaluate the training. The process has five phases: evaluation, analysis, design, development, and implementation. (See appendix B.)

1–15. Mobilization policy

Mobilization policies concerning curtailment or cancellation of training and education courses are incorporated into the Army Mobilization Plan, Volume I (Army Mobilization and Operations, Planning, and Execution System), appendixes 2 and 3 to annex T (Training) and Volume III (TRADOC Mobilization and Operations Planning and Execution System), appendix 3 (Concept of Operations) to annex T (Training).

Section IV
Military Training Management

1–16. Management of military training and education programs

The HQDA, Deputy Chief of Staff, G–3 (DCS, G–3), approves and manages Army military individual, collective, and modernization training and education programs. The HQDA, DCS, G–3, is assisted by the Director of Training, HQDA; a TGOSC; three Councils of Colonels (CoC); and designated HQDA executive agents.

1–17. Management of military individual training

The Army manages its requirements for individual training through the Army Training Requirements and Resources System (ATRRS). The ATRRS is a centralized training management real-time database under HQDA, Office of the Deputy Chief of Staff, G–1 (ODCS, G–1), proponency with interactive capability at Army training agencies, schools, training centers, and MACOMs. The ATRRS process consists of three major components: centralized training requirements and resource data, management of the training flow, and evaluation program execution. The training programs operate in accordance with the provisions of AR 350–10.

a. The Structure and Manning Decision Review (SMDR) validates training requirements, compares training requirements with school house resource capabilities (manpower, facilities, equipment, and dollars), and reconciles differences into an affordable, acceptable, and executable training program. SMDR is co-chaired by HQDA, Office of the Deputy Chief of Staff for Operations and Plans (ODCS, G–3) and HQDA, ODCS, G–1. HQDA, ODCS, G–1, coordinates the SMDR and verifies and provides the record set of training requirements used at the SMDR. HQDA, ODCS, G–1, provides the manpower program from which the training requirements are derived and ensures that personnel policies supports the training program. HQDA, ODCS, G–3, provides training priorities and addresses resource shortfalls. In coordination with the HQDA, ODCS, G–1, HQDA, ODCS, G–3, provides guidance to resolve course-related issues and develops alternatives to resolve shortfalls between training resource needs or capabilities and required training needs. After general officer approval, both the training requirement and training program are published by HQDA, ODCS, G–1, in the Army Program for Individual Training (ARPRINT). Detailed guidance on SMDR is included in AR 350–10.

b. The ARPRINT is the primary Army mission and resource document for individual training. ARPRINT reflects projected individual training requirements and approved training programs for formal instruction. ARPRINT is based on Army manpower requirements, matches as closely as possible the training loads contained within program budget guidance, is used by school systems to allocate resources, and serves as a basis for determining frequency of training. A key byproduct of ARPRINT establishes officer, enlisted, and Army training baselines. These baselines constitute affordable levels of training man-years and incorporate all individual training except IET for both officer and enlisted soldiers. Detailed guidance on the ARPRINT is included in AR 350–10.

c. The Training Requirements Analysis System (TRAS) integrates the training development process with the Planning, Programming, Budgeting, and Execution System (PPBES) by documenting training strategies, courses, and related resource requirements. TRAS integrates external resource acquisition systems for students, instructors, equipment and devices, ammunition, dollars, and facilities with the training development and implementation process. TRAS

documents enable Army training institutions to plan and support the development and implementation of individual training courses. Proper use of TRAS enables Army schools to convert training strategies from concepts to realities.

1–18. Management of military collective training

a. Future military combat will likely involve fast-moving forces and unprecedented lethality. On the future battlefield, commanders and their soldiers will have to provide support in many directions under all conceivable conditions, to include contaminated environments. Weapon systems with reduced crew sizes will operate in isolated geographical areas and will be challenged to meet complex and sophisticated threats.

b. Battle-focused training is a concept to derive and manage peacetime training requirements from wartime missions. Battle-focused training guides the planning, execution, and assessment of a unit's training program to ensure its members train, as they will fight. A critical aspect of the battle-focused training concept is the relationship between the mission essential collective tasks and the individual tasks that support them. Unit training requirements are derived from the commander's assessment of the unit's proficiency in performing mission essential tasks. An assessment of soldier and leader proficiency in those tasks that support accomplishment of the unit's mission helps determine soldier and leader training requirements. After assessing the unit's proficiency, the commander designs a training strategy based upon that assessment and the unit's METL. (See FM 7–0 and FM 25–101.)

(1) Unit long-range training plans typically identify a series of training exercises and events that will enable the unit to conduct training and sustain desired proficiency.

(2) The unit short-term training plans establish the best sequence of training activities within events or exercises to achieve training objectives.

c. CATS and STRAC provide each unit commander a model strategy that can be tailored to build and sustain unit proficiency in soldier, leader, and collective tasks.

d. The conditions for training must be as close to the conditions expected in the operational environment as resources, time, risk management, and personnel experience permit. Leaders should encourage innovations to improve battlefield realism. Opposing forces (OPFOR), night training, live fire exercises, active and passive air defense measures, military operations in urbanized terrain, environmental and deployment training, combined arms training, full dimensional operations, and joint and multinational training must be emphasized.

e. SATS is the Army's unit training management program. It uses application software and associated databases to facilitate the implementation of training policy, doctrine, and management described in FM 7–0 and FM 25–101. SATS aids commanders in training resources management and provides a situational training template for units. Additionally, it saves the commander time and manpower, and offers both prescriptive and descriptive training guidance. Automated training management provides the commander the ability to develop and integrate these products into training plans, calendars, and schedules. SATS is the program units use to access applicable electronic training information and to report unit specific training execution information.

f. The General Dennis J. Reimer Training and Doctrine Digital Library (RDL) is the Army's training archive. It is the repository for training and training support information in electronic format. Users may access the library through the Internet (http://www.adtdl.army.mil).

g. Commanders must manage and evaluate the performance of their soldiers and units. The Army Training and Evaluation Program (ARTEP) MTP, drills, lane training exercises, situational training exercises, command post exercises (CPX), and field training exercises (FTX) enable unit commanders to assess training status. Additionally, the training section of the unit status report is an invaluable means to determine unit training status and training constraints.

1–19. Management of Army modernization training

As the HQDA proponent for AMT, the DCS, G–3, provides guidance and policy and approves all new equipment training plans (NETP) associated with the acquisition of new, improved, or modified systems. The PERSCOM reviews NETP and provides comments to MATDEV)or provider in accordance with DA Pamphlet (Pam) 350–40.

a. CBTDEV and the Training Developer (TNGDEV) determine requirements for warfighting materiel systems and their training subsystems. TNGDEV identifies training requirements and plans and coordinates the conduct of training to support Army modernization. TNGDEV determines the training strategies required to introduce, operate, and sustain the equipment and its software, and training required to teach doctrinal and tactical applications. The use of embedded training to meet these needs is preferred. TNGDEV documents these training requirements in the system Operational Requirements Document (ORD) and the System Training Plan (STRAP). STRAP specifies the strategy and presentation and delivery media options to be used for all aspects of AMT. The selected presentation and delivery media are determined by TNGDEV in coordination with CBTDEV and MATDEV or provider. System managers and TNGDEV plan and execute DET when it is required. Displaced equipment training plans are used to manage the training required on equipment currently in the Army's inventory that is to be redistributed within a MACOM or between MACOMs. The system proponent's TNGDEV develops and presents DTT on how to employ new, improved, or displaced systems.

b. MATDEV manages NET programs and develops NETP.

(1) NETP is the primary tool for managing NET in accordance with the approved ORD and STRAP. New

equipment training plans are developed early to permit coordination for personnel and resources. NETP establishes, coordinates, and documents the milestones and resources for executing the NET strategy. In compliance with the acquisition charter, planning for NET covers the spectrum of the life-cycle management model. It addresses all training applicable to the system and its software, to include the use of training devices throughout fielding. All NETPs are maintained on the Army Modernization Training Automation System (AMTAS), the official NET database. The guidelines for completing NETPs are contained in DA Pam 350–40.

(2) Management of NETP is a joint effort among MATDEV, CBTDEV, TNGDEV, gaining MACOMs, and PERSCOM. MATDEV also provides detailed information in NETP pertaining to training courses, locations, NET team (NETT) members, facilities, MOS data, and contractor support. Whenever feasible and cost effective, MATDEV or provider, in coordination with CBTDEV and TNGDEV, will use distance-learning techniques and contractor personnel to conduct NET in order to minimize impacts on Army manpower and funding requirements.

c. In compliance with total package fielding, MATDEV plans, funds, develops, and acquires a system TSP necessary to support and execute NET and other AMT requirements as prescribed in NETP, STRAP, and other training documents. Key areas of NET management consist of the evaluation of requirements documents, preparation of the qualitative and quantitative personnel requirements information (QQPRI), contract requirements packages, NET support packages, and identification of the resource requirements to support training development and fielding.

Section V
Army Training Programs

1–20. Training research and simulation programs
a. Historically, the Army has relied on field training exercises to provide the combat training needed for success in wartime. There continues to be a need for live fire gunnery and training exercises, routine deployment exercises, and crew drills. The use of simulators and simulations enhances these training exercises. The goal of the Army's training research and development programs is to improve combat readiness across the full range of Army missions. To ensure affordable training in the future, the Army must capitalize on technology to move toward a seamless, synthetic environment consisting of live, virtual, and constructive simulation. This environment must:
(1) Provide environmentally sensitive, accessible, cost-effective training that provides the necessary fidelity.
(2) Replicate actual operational conditions so soldiers can operate in the synthetic environment as they could expect to operate under wartime conditions.
(3) Ensure leaders have needed technical and tactical skills and knowledge.
(4) Support the Army as it executes operations at the tactical, operational, and strategic levels.
(5) Support training for contingency missions.
b. Continuing research into unit training strategies provides an empirical basis for developing unit training strategies for the Army. Validated training methods determine optimal mixes of TADSS, live fire, and field maneuver exercises.
c. Escalating OPTEMPO costs and the increased range and lethality of modern weapons systems, coupled with environmental damage, create a demand for simulation-based training to augment field and range training. Simulation-based training is the primary training vehicle for brigades through echelons above corps.
d. The synthetic theater of war provides a training environment that networks actual combat systems, manned simulators, and other simulations together on a common, virtual battlefield. The simulated environment replicates geographical, climatic, and threat conditions to meet user training requirements.
e. The Army must identify and incorporate training requirements early in the materiel acquisition process. These actions streamline the process for acquiring stand alone training systems and those that are embedded within the combat system design. The emphasis on value engineering, top-down training strategies, and Manpower and Personnel Integration (MANPRINT) requirements also reinforces the need to describe weapons and training systems early in the acquisition process.

1–21. Army Physical Fitness Training Program
a. The objective of the Army Physical Fitness Training Program is to enhance combat readiness by developing and sustaining a high level of physical fitness in soldiers as measured by:
(1) Cardiorespiratory endurance.
(2) Muscular strength and endurance.
(3) Flexibility.
(4) Body composition standards as prescribed by AR 600–9.
(5) Motor efficiency (coordination, agility, balance, posture, speed, power, and kinesthetic awareness).
(6) Anaerobic conditioning.
(7) Competitive spirit, the will to win, and unit cohesion.
(8) Self-discipline.
(9) A healthy lifestyle that includes good nutrition, excludes smoking, and avoids misuse of alcohol and drugs.

(10) The ability to cope with all types of stress.

b. The physical fitness policy applies Army-wide. It includes all soldiers, functional branches, units, and operating agencies. Physical fitness provides a foundation for combat readiness and must be an integral part of every soldier's life. Unit readiness begins with the physical fitness of soldiers and the NCOs and officers who lead them.

(1) Commanders and supervisors will establish physical fitness programs consistent with this regulation, FM 21–20, and unit missions. Exercise periods will be conducted with sufficient intensity, frequency, and duration to maintain adequate cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

(2) Soldiers must meet the physical fitness standards set forth in FM 21–20 and this regulation. Soldiers who are unable to meet these standards or the mission-related physical fitness standards required of their duty assignment may be subject to administrative action.

c. Personnel in the active Army, ARNG, and USAR will take part in either collective or individual physical fitness training programs year-round. Active Army units, individuals, and RC soldiers on active duty will conduct regularly scheduled (at least three to five times per week), vigorous physical fitness training during the unit's normal duty day as determined by the commander.

(1) Commanders of ARNG and USAR units incorporate mission and battle-focused physical fitness training into appropriate inactive duty training periods.

(2) Personnel will be excused from physical fitness training only during periods of temporary or permanent medical limitations established in accordance with AR 40–501.

(3) Personnel who cannot take part in physical fitness training because of a profile condition will be placed in rehabilitative programs and, within profile guidelines given by health care personnel, be supervised by the commander.

(4) Soldiers age 40 and over will be evaluated for coronary heart disease risk factors as part of their periodic physical examination. The medical procedures for the cardiovascular screening program (CVSP) are outlined in AR 40–501. It is the soldier's responsibility to ensure that the CVSP is conducted as close to the 40th birthday as possible and as promptly as medical facilities permit.

(5) All soldiers centrally selected for command positions and Command Sergeants Major (CSM) designees, regardless of age, must have a CVSP, meet body composition standards set forth in AR 600–9, and pass the Army Physical Fitness Test (APFT) or an alternate before assuming command or assignment to a CSM position. A CVSP clearance granted during the soldier's last periodic physical examination is sufficient to meet the CVSP requirement.

d. Physical fitness standards are developed by TRADOC and approved by HQDA, DCS, G–3. The APFT provides a measure of cardiorespiratory and upper and lower body muscular endurance. It is a performance test that indicates a soldier's ability to perform physically and handle his or her own body weight. Standards are adjusted for age and physiological differences between men and women. The APFT consists of push-ups, sit-ups, and a 2-mile run, done in that order on the same day. (See repetition and time guidelines in FM 21–20.) For soldiers on a permanent profile, a record test must include an aerobic event. The only approved aerobic events are the 2-mile run, 800-yard swim, 6.2-mile bike ride (stationary or track), or the 2.5-mile walk. Testing is prescribed for all soldiers as follows:

(1) The APFT provides an assessment of the physical fitness training program. Physical conditioning or training periods solely devoted toward meeting APFT requirements are discouraged.

(2) Commanders may administer the APFT as often as they wish; however, they must specify beforehand when the results are for record. The Active Army, Active Guard/Reserve (AGR), and USAR Troop Program Unit (TPU) soldiers will take the APFT at least twice each calendar year. A minimum of 4 months will separate record tests if only two record tests are given. The intent is for the Active Army, the AGR, and USAR TPU soldiers to take a record APFT every 6 months. Mission requirements often prevent the even spacing of record tests. Therefore, commanders are encouraged to test soldiers for record as close to the record test window as possible.

(3) Soldiers in the ARNG TPUs will take the APFT at least once each calendar year. A minimum of 8 months will separate record tests if only one test is given. Soldiers that require makeup testing or re-testing for an APFT failure are exempt from the 8-months rule. Soldiers requiring makeup testing will be scheduled in accordance with the unit Standard Operating Procedures (SOP). Soldiers requiring retesting for an APFT failure will be scheduled as prescribed in para 1–21*d*(5) of this regulation

(4) Personnel with permanent medical profiles that preclude participation in the pushup or situp event will take the remaining events if a physician or physician's assistant approves. The 2-mile run event, or an approved alternate test event as outlined in FM 21–20, must be taken if the test is for record. The alternate test is for soldiers with permanent physical profiles that prevent them from running 2 miles. Soldiers with temporary profiles of long duration (more than 3 months) may also take an alternate test if approved by the commander and health care personnel. Soldiers must be given 3 months to prepare for the alternate test from either the date of the profile or the date recommended by health care personnel.

(5) Soldiers who fail a record APFT for the first time or fail to take a record APFT within the required period will be flagged in accordance with AR 600–8–2. In the event of a record test failure, commanders may allow soldiers to retake the test as soon as the soldier and the commander feel the soldier is ready. Soldiers without a medical profile will be retested no later than 90 days following the initial APFT failure. Reserve component soldiers not on active duty and without a medical profile will be tested no later than 180 days following the initial APFT failure.

(6) Personnel who initially fail the CVSP and are subsequently cleared will have no more than 179 days of conditioning before retaking a record APFT.

(7) All soldiers must attain a score of at least 60 points on each test event or receive a "GO" on the alternate aerobic events. If a soldier does not attain a minimum of 60 points in each event or a "GO" on an alternate aerobic event, the soldier is an event failure. When a soldier fails one or more events, the soldier is a test failure. Exceptions are listed below:

(a) Soldiers in basic training must attain 50 points on each event or a score as determined by HQDA, DCS, G–3, in coordination with TRADOC. (This exception does not apply to advanced individual training (AIT), one station unit training (OSUT), or leader development schools.)

(b) Soldiers awaiting IET may be tested, but no formal record of their score will be maintained.

(8) Soldiers in IET will be tested near the end of the course to qualify for completion of basic training, AIT, and OSUT.

(9) Soldiers in joint, North Atlantic Treaty Organization (NATO), Office of the Secretary of Defense, and other staff assignments will take the APFT. The senior Army soldier in the organization will ensure the APFT is conducted and scores are included in records and performance reports.

(10) Individual Mobilization Augmentee (IMA) and Individual Ready Reserve (IRR) soldiers who are on tours of AT, active duty training, or active duty special work will take the APFT when they are placed on tours of duty for 12 or more consecutive calendar days. No APFT will be administered during those years in which an IMA and IRR soldier does not serve an active duty tour. Those who fail the test will be retested in accordance with the provisions of para 1–21*d*(5). Reserve Component soldiers assigned or attached to active Army units and organizations for 30 consecutive days or more will follow the physical fitness program for that unit or organization.

(11) The TRADOC recommends physical fitness standards for entry into Ranger and Airborne training and into other schools having separate physical fitness standards. The U.S. Army Special Operations Command (USASOC), in conjunction with TRADOC, sets the fitness standards for entry into Special Forces training. The HQDA, ODCS, G–3, reviews and approves these standards.

e. Field Manual 21–20 provides guidance for preventing injuries during physical training.

(1) Trainers will be alert to symptoms indicating that a soldier's endurance limits have been reached or exceeded, or a serious medical condition exists.

(2) If a trainer detects any symptoms, exercises will be stopped, and the soldier immediately referred for medical evaluation.

(3) Training intensity should be increased slowly so that the body can adapt to more strenuous training.

(4) Environmental considerations, particularly weather and altitude, are important in planning physical training programs.

(5) If a soldier fails to meet the physical fitness standards in FM 21–20, the unit commander will remove the soldier from parachute, diving, or flight crew status. This action will be taken to ensure the safety of that soldier and other unit members.

f. Policy governing military physical fitness standards during institutional training is contained in chapter 3. Guidance concerning physical fitness training in units is provided in chapter 4.

1–22. The combat training center program

The CTC program consists of the National Training Center (NTC), Fort Irwin, CA; the Joint Readiness Training Center (JRTC), Fort Polk, LA; the Combat Maneuver Training Center (CMTC), Hohenfels, Germany; and the Battle Command Training Program at Fort Leavenworth, KS. The CTC program objectives are to: increase unit readiness; develop battlefield leaders; embed doctrine, provide feedback on unit tactical effectiveness to participants; and provide data to improve DTLOMS input to the combat and training development processes. Army Regulation 350–50 establishes Army policies for the management of the CTC program.

1–23. The Army Distance Learning Program

a. The Army Distance Learning Program (TADLP) will enhance the readiness posture of the Army through the delivery of standardized training to soldiers and civilians and units and organizations at the right place and time using technology. Distance-learning applications may be applied to individual, collective, and self-development training; AMT; the Army Correspondence Course Program (ACCP); the Army Civilian Training, Education, and Development System (ACTEDS), civilian academic education, and training in units. The distance learning program is a key tool in facilitating Army Continuing Education System (ACES) programs.

b. Distance learning provides the Army with the capability to present standardized individual, collective, and AMT at sites other than in a formal school environment. This includes, but is not limited to, implementing training by way of simulators; simulations; correspondence courses; video teletraining; and interactive multimedia instruction (IMI) completed at home, in a learning center at an installation, or in a unit deployed at an operational site. The requirement for these distance-learning products will be established in materiel requirements documents and detailed in the training development proponent's STRAP and short- and long-range CATS or follow-on course design. All training and

education courses will be designed and developed leveraging distance-learning concepts when cost efficient and effective training will result. Courses may include combinations of resident and distance-learning modules or subcourses.

c. Distance learning collective training products, to include simulations, will be designed to provide sequential and progressive training and to assist commanders in training mission essential tasks.

d. The ACCP is a part of TADLP and is a nonresident component of TATS. The intent is for all ACCP courses to be produced in paperless formats for delivery through the RDL (http://www.adtdl.army.mil). It encompasses the correspondence course programs of TASS and DOD schools and provides self-study courses. A correspondence course is self-paced and portable instructional material prepared by the training development proponent. The training is presented in a logical, progressive sequence and directed toward the student learning to accomplish specific objectives. Correspondence course products can be used for either individual or group study. Correspondence courses provide relatively low cost learning opportunities. The ACCP offers courses and subcourses free of charge to Active Army and RC members of the U.S. Armed Forces, ROTC and U.S. Military Academy cadets, authorized DA civilian employees, and non-U.S. citizens employed by the DOD. Correspondence materials are available to foreign military students through the Foreign Military Sales Program. Enrollment in courses is in accordance with DA Pam 351–20.

(1) Active Army soldiers in grades E4 and E5 can earn promotion points in accordance with AR 600–8–19.

(2) Reserve Component soldiers can earn promotion and retirement points through the ACCP in accordance with AR 140–1, and AR 140–185.

(3) Army personnel who—

(a) Successfully complete training and education requirements through distance learning will receive completion credit for that course, as described in para 3–15 of this regulation.

(b) Are enrolled in a formal TASS course through the ACCP and who are selected to attend the resident course will attend the resident course.

(4) Training products required to support distance learning will be distributed worldwide by the most effective and efficient means, to include, but not limited to, U.S. Postal Service (mailed directly to students' homes or units), electronic computer networks, and bulletin board systems.

e. The training proponents will help satisfy Army training and readiness requirements by actively seeking ways to employ distance-learning capabilities. Courses will be structured to reach the largest training audience and provide training that meets established performance standards at the most economical cost.

f. Training proponents will support materiel system acquisition program executive officers (PEO) and program/project/product managers (PM) in exploiting embedded training and distance-learning capabilities to mitigate reductions in manpower available for AMT.

g. The ATRRS will serve as the primary database of record for distance learning program management. Guidance to field commanders and the training base for distance learning implementation will be incorporated into Change 1 to AR 350–1 and AR 350–10.

1–24. The Army-wide Doctrinal And Training Literature Program

The Army-wide Doctrinal and Training Literature Program provides field manuals; training circulars; joint multiservice and Army specific key- and capstone field manuals; MTPs; drills; soldier training publications; selected DA pamphlets, posters, and ROTC manuals. These publications support Army training in doctrine; tactics, techniques, and procedures; and unit and individual task based training and education.

1–25. On-the-job training programs

OJT is another method of delivering training and a process commanders and supervisors use to train personnel and improve individual skills and knowledge, cross train individuals, or qualify individuals for award of an occupational specialty. OJT programs can be formal or informal.

a. Formal OJT is a structured, closely managed training program designed, developed, and closely guided by the training proponent and implemented by the unit commander. Training is based on the critical tasks for the job or duty position being trained. A TATS course can include formal OJT.

b. Informal OJT is a unit or organization program designed to prepare soldiers and civilian employees to perform tasks that relate to a specific duty position within the unit or organization. The unit commander or supervisor identifies the tasks, designates trainers, and approves the training materials and performance standards. The first-line supervisor schedules and supervises the training and evaluates the soldier's or civilian employee's performance of tasks.

Section VI
Training Support and Training Support Products

1–26. Training support

Training support encompasses the products and materials, personnel, services, and facilities needed to implement

training. It includes such functions as design, development, acquisition, production, reproduction, distribution, maintenance, and accountability of training products and materials, training scheduling, and student record maintenance for Army individual and unit training. The Army supports its schools and unit commanders by providing support for the development, fielding, maintenance, and accountability of visual information (VI) and multimedia products, materiel items, and materials that will challenge and motivate leaders and their soldiers to develop and maintain competence and confidence, safely and within resource constraints. Services are provided for centralized oversight and management of the in-house development, production, or contract procurement process. In addition, Visual Information and Training Support Divisions (VI/TSD) or Visual Information and Training Support Centers (VI/TSC) are located at each installation to provide geographic area training support and services to commanders and commandants of proponent schools, units or organizations, and tenant activities. Further, the VI/TSDs or VI/TSCs provide storage, loan and issue, accountability, instruction, and maintenance of TADSS in support of training.

1–27. Training support products
Training support products include a variety of TADSS, ranges, ammunition, publications, visual information, and multimedia products.

a. Training aids, devices, simulators, and simulations or "TADSS" is a general term for multidimensional, stand alone, appended, or embedded training hardware and software systems. They are categorized as either system or nonsystem TADSS and include the TES training system; targets and targetry; CTC and range instrumentation systems; training-unique ammunition; and dummy, drill, and inert munitions. They do not include training equipment (tactical or nontactical systems or components of systems used to support training) or permanent or semipermanent training facilities. Army policy concerning training device acquisition and management is established in AR 350–38. It requires the procurement of system TADSS as part of the materiel acquisition package.

(1) System TADSS are used with a family of systems or a single system or item of equipment. Embedding system TADSS into the supported materiel system is the preferred approach whenever practical and cost effective.

(2) Nonsystem TADSS support general military training.

(3) The Combined Arms Tactical Trainers are a network of simulations and simulators replicating vehicles and weapon systems of the combined arms team.

(4) The family of simulations is a group of simulations that provide joint and multinational battlefield environments for commanders and staffs to practice the execution of command, control, synchronization, and employment of combined arms assets without incurring the high cost of field training exercises.

(5) Graphic training aids (GTA) enable trainers to conduct or sustain essential training in lieu of providing a publication or using an expensive piece of equipment. GTAs are produced in a variety of sizes, shapes, and formats (for example, pocket cards, decks of cards, flip charts, and simulated games).

b. Training ammunition enables institutions and field units to achieve training standards with individual and crew-served weapons. Unit training ammunition requirements are calculated using DA Pam 350–38 and DA Pam 350–39. Institutions use TRADOC approved programs of instruction (POI). Army-wide requirements and weapon densities are submitted to the U.S. Army Training Support Center (ATSC) by the MACOMs in January of each year. ATSC validates requirements and submits them to HQDA by the end of the 2nd quarter of each fiscal year. (See AR 5–13 for detailed policies and instructions on training ammunition management.)

c. The Army Range and Training Land Master Plan identifies the training land, management, operations, and support for range instrumentation, targetry, and device requirements for approved range projects and Army range modernization requirements.

d. Integrated Training Area Management is a key element of training support that ensures requirements of the Range and Training Land Master Plan are achievable, given environmental restrictions.

e. A publication hierarchy of supporting publications includes a five level structural representation of doctrinal and training publications designed to help trainers and soldiers identify the publication most relevant to their needs.

f. Audiovisual and multimedia training support products include a variety of films, television tapes, IMI, CD-ROMS, and other computer, web, and Internet supported and delivered media.

Section VII
Training and Education Schools

1–28. The Army School System
a. The Army School System is a composite school system made up of ARNG, USAR, and Active Army institutional training systems. The Army School System conducts IET; functional (MOS, AOC, ASI, SI, LIC); reclassification; and officer, warrant officer, NCO, and DA civilian professional development training and education through both standard resident and distance-learning courses. RC TASS battalions are functionally aligned and linked to appropriate training proponents.

b. The Army training proponents, ARNG, and the USAR provide the structure to establish, maintain, and operate TASS education system from a common automated management system. The Active Army training proponents provide

operational links to the RC instructor groups. This ensures quality assurance, instructor certification, TATS courseware, use of SAT, and a distance-learning strategy. Reserve Component Configured Courseware may be used until TATS courseware is fully available.

c. The ARNG and USAR provide component infrastructure organized into TASS divisions (Institutional Training), brigades/regiments, and functionally-aligned battalions. These elements deliver institutional training at distance-learning locations using TATS courseware approved and distributed by TRADOC.

d. The U.S. Army Forces Command (FORSCOM), through the U.S. Army Reserve Command (USARC), USASOC, AMEDD, U.S. Army Europe (USAREUR), Eighth U.S. Army (EUSA), and the U.S. Army Pacific (USARPAC) assist USAR units to coordinate and translate priorities into individual training requirements for the SMDR to be documented on ATRRS.

e. The Army School System training battalions are organized under the regional schools concept. The Army School System divides the continental United States (CONUS) and territories into seven regions based on geographic and demographic data and the Active Army and RC force structure. Each region includes six training brigades/regiments that oversee instruction in leadership, officer education, health services, combat arms, CS, and combat service support. The Army School System training battalions, subordinate to the brigades/regiments, align with the proponents for each career management field (CMF). Battalions manage instructor groups. Each instructor group has multiple teaching sites that ensure the availability of decentralized instruction for all soldiers.

f. All TASS training battalions and Active Army institutions teach courses to the same standards. All Active Army, RC, and DA civilian employee training requirements are solicited for TASS training battalions during The Army Centralized Individual Training Solicitation process and are established during the SMDR. Whenever possible, attendance by soldiers and DA civilian employees at specific TASS training locations will be determined by the commuting distance from their duty station to the teaching location.

g. The Army School System training battalion training missions are validated during the SMDR process, reflected in the ARPRINT, and documented in the ATRRS. All TASS training battalion missions are fully resourced (personnel, facilities, equipment including OPTEMPO, supplies (less training ammunition), and training support) through a deliberate cross component (TRADOC, ARNG, and USAR) affiliation program. Prior to the execution year of training, training program changes are finalized through the Training Resources Arbitration Panel, chaired by HQDA, ODCS, G–1. All training program changes are reflected in ATRRS. The Army School System training battalions provide training on a nonreimbursable basis. They will not cancel scheduled classes resulting from resource constraints, unless all commands with quotas agree to the cancellation, or HQDA, ODCS, G–3 (DAMO-TR), determines that necessary resources cannot be made available. Approved class cancellations will be announced no later than 46 days before the class start date and posted in ATRRS.

(1) Staff and faculty personnel with the required skills are provided by the Active Army and the Reserve Components. When reimbursement is required, commands resource pay and allowances for personnel provided by another command by executing a Military Interdepartmental Purchase Request (MIPR). Reimbursement is not mandatory. Travel and per diem costs for personnel borrowed from another command are paid using either Operations and Maintenance, Army (OMA); Operations and Maintenance Army National Guard (OMARNG); or Operations and Maintenance, Army Reserve (OMAR) funds. On a limited basis, TASS training battalions may also contract civilian personnel using OMA, OMARNG, or OMAR funds when determined to be cost effective.

(2) The command scheduled to provide ATRRS approved training provides all necessary training facilities, to include billeting and government meals without reimbursement. Billeting is provided to all students from all commands on an equal basis regardless of training status (for example, inactive duty training (IDT), annual training (AT), Active Duty for Training (ADT), TDY enroute, or TDY and return). When TASS training battalions desire to use facilities owned by another command, reimbursement costs are made through a MIPR. The use of non-government facilities follows established contracting guidelines.

(3) Procedures for short- and long-term equipment loans required for TASS support are negotiated by the respective command in accordance with AR 350–10 and AR 700–131. All issue, turn-in, transportation, OPTEMPO, and repair costs are paid by the borrowing command.

(a) Prior to shipment, borrowed equipment must pass a joint technical inspection (TI) at the organizational level. In cases where joint TIs are not possible, a memorandum of acceptance between the commands is required. The Army School System training battalions may agree to terms and conditions that differ from normal inspection standards when it is beneficial to do so.

(b) Lowering of standards for return of borrowed equipment is not authorized. Borrowed equipment is to be returned in the same condition as received. Funds may be transferred between commands by MIPR if the borrower does not have a repair capability.

(4) The Army School System training battalions fund all classes of supply for each ATRRS approved course, except:

(a) Unit and organization commanders and supervisors must ensure that soldiers and DA civilian employees reporting for training have the required personal clothing requirements as shown in the ATRRS.

(b) TRADOC will identify training ammunition (Class V) requirements for TASS and submit to HQDA, ODCS,

G–3 (DAMO-TR), for approval and authorization. All Class V requirements are based upon proponent-approved POIs and student loads listed in the ATRRS.

(5) Except for certain classified instructional materials provided by the U. S. Army Intelligence Center, all TATS courseware and instructional materials are furnished to TASS training battalions by TRADOC for local reproduction.

1–29. Schools of other services
Army education and training needs may be met through attendance at schools operated by the other military departments of DOD. Selected personnel may attend schools and courses under the control of the other services and other Defense components such as the Defense Logistics Agency to promote interservice understanding and operations knowledge, or to acquire a skill or specialty not taught in Army schools. Eligibility and selection criteria for attendance at schools operated by the other military departments of the DOD are discussed in chapter 3.

1–30. Joint colleges
a. Joint colleges prepare officers of all services for assignments at joint or combined headquarters or commands. This training prepares students to accomplish joint command and staff functions and to perform strategic planning duties.

b. Joint colleges may offer specialized courses focused on particular joint or combined assignments. The NATO Staff Officers Orientation Course (NSOOC) is an example of this type of course. The National Defense University (NDU) at Fort McNair, DC, presents the course various times throughout the year. Attendance at the NSOOC is mandatory for all Active Army and AGR officers in the grade of major through colonel selected for an initial assignment to a NATO staff position. The course acquaints students with NATO missions, organizations, and procedures, preparing graduates prepared for their NATO assignments and ensuring effective interaction with their allied colleagues.

1–31. Interservice training
a. The Interservice Training Review Organization (ITRO) is an organization of the military services and was established to improve the cost effectiveness and efficiency of service training consistent with individual service requirements.

b. The ITRO reviews training and related activity to increase effectiveness and efficiency through—

(1) Course or curricular realignments.

(2) Standardization.

(3) Administrative or management improvement.

c. The ITRO assists the military departments by performing special studies directed toward improving common training needs among the services, and it acts as a forum for the free exchange of ideas, information, and new technology related to interservice training.

1–32. Civilian institutions
a. Selected personnel may receive training in civilian educational, commercial, or industrial institutions when requirements exist for this training and the desired training program is not available in Army schools or schools of other services.

b. Civilian academic programs or courses are available through the following—

(1) Courses offered by ACES.

(2) Distance learning courses offered by the Defense Activity for Non-Traditional Education Support.

(3) Degree Completion, Fully Funded, Cooperative Degree, and other programs defined in AR 621–1.

(4) Precommissioning training under the ROTC program.

1–33. Contract training courses
a. When approved by the appropriate training proponent, soldiers and DA civilians may attend vocational or technical courses at civilian institutions. Schools may submit requests through their appropriate chain of command to lease facilities and equipment from civilian institutions. Alternatively, civilian institutions may provide institutional services at the school. The following conditions must exist to use contract training.

(1) The occupational specialty is determined to be appropriate for contract training by the training proponent.

(2) The course will train all, or a significant portion of, the tasks and supporting skills and knowledge necessary to qualify the student in the occupational specialty for which training is required.

(3) The requesting agency will ensure that the POI offered by the contractor is consistent with Army standards.

b. Development of NET course materials and the presentation of NET courses may be accomplished through the use of contractors. The materiel developer's NET managers, in coordination with program executive officers (PEO) and PM, have the authority to approve use of contractor training for new, improved, or modified systems.

c. TRADOC, U.S. Army Medical Command (MEDCOM), U.S. Army Materiel Command (AMC), U.S. Army Corps

of Engineers (USACE), USASOC, and the U.S. Army Criminal Investigation Command (USACIDC) have authority to approve the use of contractor training in occupational skills for which they are responsible.

Chapter 2
Responsibilities

Section 1
Headquarters, Department of the Army

2–1. Assistant Secretary of the Army (Acquisition, Logistics, and Technology)
The Assistant Secretary of the Army (Acquisition, Logistics, and Technology) (ASA (AL&T)) will provide policy and guidance to research, develop, and procure system and nonsystem TADSS and other training materials to support unit training as envisioned in long-range CATS. In addition, as the Army Acquisition Executive, the ASA (AL&T) will—
   a. Through assigned PEO/PMs—
   (1) Provide NET funding for each assigned system in accordance with the approved operational requirements document, approved Program Baseline, and decisions made during the milestone reviews governed by AR 70–1.
   (2) Coordinate NET strategies, management, and the conduct of the NET with AMC NET Managers.
   (3) Coordinate AMT policy issues with HQDA, ODCS, G–3 (DAMO-TR), WASH DC 20310–0450.
   b. Formulate and manage policies governing the training and education programs for Army Acquisition Corps (AAC) and Army Acquisition Workforce (AAW) personnel.
   c. Coordinate with the Assistant Secretary of the Army (Manpower and Reserve Affairs); DCS, G–3; DCS, G–1; Chief, National Guard Bureau (CNGB); Chief, Army Reserve (CAR); and Commander, PERSCOM, on policy issues governing AAC/AAW military and civilian training and education.
   d. Coordinate with PERSCOM, U.S. Army Reserve Personnel Command (ARPERSCOM), and CNGB for administration of quotas for leader development, certification, and functional area training courses for active Army and civilian AAC/AAW personnel.
   e. Act as HQDA point of contact for career development of AAC/AAW personnel.
   f. Through the Director, Army Acquisition Career Management:
   (1) Assist the Army Acquisition Executive in implementing Defense Acquisition Workforce Improvement Act (DAWIA) provisions. This includes high-quality education, training, and other career broadening programs to enhance technical competencies and leadership skills.
   (2) In coordination with the Office of the Secretary of Defense (OSD), Director of Acquisition Education, Training, and Career Development Policy, manage and implement the Army Career Development Program for AAC/AAW personnel.
   (3) In conjunction with OSD functional boards and functional advisors, establish and publish education, training, and experience standards for each acquisition position category and career field. Standards will be designated either mandatory or desired.
   (4) Identify and publish career paths for Army military and civilian acquisition personnel. Career paths will include the mandatory and desired education, training, experience, and recommended assignments necessary for progression to the most senior acquisition positions.

2–2. The Assistant Secretary of the Army (Installations and Environment)
The Assistant Secretary of the Army (Installations and Environment) will provide secretariat management for the formulation, execution, and review of policies, plans, and programs relating to the Range and Training Land Program (RTLP); environment, safety and occupational health; the National Environmental Policy Act; and Land Use Requirements Studies.

2–3. Assistant Secretary of the Army (Manpower and Reserve Affairs)
The Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) oversees training requirements, personnel, training, and structural considerations required to support new materiel systems. This oversight includes system and nonsystem TADSS. In addition, the ASA (M&RA) will serve as the HQDA proponent for civilian education and training policy, and through the Deputy Assistant Secretary of the Army for Civilian Personnel Policy will—
   a. Formulate policies and plans governing development and operation of the ACTEDS and related resources for Army civilian training and education , to include—
   (1) Training, training readiness, and training resource issues.
   (a) Provide operational program guidance to field units and serve as the HQDA proponent for AR 690–400, chapters 410 and 412.

(b) Develop and publish personnel related training materials required by employees, new supervisors, and new managers.

(c) Develop and publish the Annual Catalog of Civilian Training, Education, and Professional Development Opportunities.

(d) Manage the HQDA secretariat centralized selection board process for civilian personnel training programs.

(2) Training aids, devices, simulators, and simulations.

(3) Civilian leader development, civilian training and education, and dependent education.

(a) Centrally manage civilian leader development training and competitive professional development courses.

(b) Manage the Civilian Leader Development Action Plan.

(c) Establish civilian training and civilian leader development policy.

(4) Civilian personnel management, including—

(a) Training and development. (See AR 690–400, chapters 410 and 412.)

(b) Civilian career management programs and fields.

b. Provide guidance and direction for the operation of both the Civilian Operation Center Management Agency and the ACTEDS funded programs at the Army Management Staff College (AMSC).

c. Coordinate with the DCS, G–1, DCS, G–3, and Commanding General (CG), TRADOC regarding development of civilian training and education programs and resource requirements to support Civilian Leader Development Action Plan initiatives and AMSC operations.

d. Coordinate with the Civilian Executive Resource Board to guide the development of Army members of the Senior Executive Service (SES).

2–4. Deputy Under Secretary of the Army (International Affairs)

The Deputy Under Secretary of the Army (International Affairs) will—

a. Oversee the development, coordination, and implementation of policy and programs for the Army Security Assistance Program.

b. Develop Army input to Security Assistance programs in coordination with the Army staff.

c. Exercise HQDA responsibility for policy concerning foreign training programs under international military education and training; foreign military sales; foreign military financing; international narcotics and law enforcement affairs; and non-proliferation, antiterroism, demining, and related matters.

2–5. Deputy Chief of Staff, G–3

The DCS, G–3, exercises HQDA supervision for defining concepts, strategies, resources, policies, and programs for the Army's training, non-civilian academic, and education programs. The DCS, G–3, will—

a. Approve Army military training and education programs and serve as the Army staff proponent for all common military training (CMT) requirements. Approve and publish a list of general subject areas in which soldiers and leaders must possess a required level of knowledge and skills. Approve and add to the CMT list all training requirements directed by law, DOD, the Secretary of the Army, the Army staff, and agencies who have the authority to publish directives that include training requirements.

b. Ensure Army training resource requirements defined by the CATS and STRAC are integrated so the Army can train to standard.

c. Serve as chairman of the STRAC.

d. Establish procedures for HQDA review and approval of training land and range projects that are funded with Military Construction, Army (MCA) appropriations and range projects that are funded with OMA appropriations in accordance with AR 210–21, AR 415–15, and AR 420–10, respectively.

e. Advise the Chief of Staff on joint interoperability training programs.

f. Validate joint training requirements mandated by the Chairman of the Joint Chiefs of Staff Instruction 1800.01 for officer professional military education.

g. Exercise HQDA responsibility for training soldier and leader tasks and establishing policy for common task testing.

h. Exercise HQDA responsibility for soldier training courses; the Army physical fitness program; weapons qualification; nuclear, biological, and chemical (NBC) defense training; training in the Code of Conduct and survival, evasion, resistance, and escape (SERE); and Army modernization training.

i. Monitor the Joint Airborne/Air Transportability Training (JA/ATT) program.

j. Exercise HQDA responsibility for amphibious training.

k. Exercise HQDA responsibility for postmobilization training.

l. Provide guidance and direction for operation of the U.S. Army War College (USAWC).

m. Plan, execute, and manage foreign military training programs in accordance with AR–50–51.

n. Establish policy for training and education programs for military personnel in civilian and industrial institutions.

o. Coordinate with the DCS, G–1, on development of policies and programs for ACES.

p. Exercise HQDA responsibility for and develop policy for the foreign area officer program.

q. Exercise HQDA responsibility and serve as the point of contact for the following:

(1) Defense Foreign Language Program.

(2) Armed Forces Information Service.

(3) National Defense University.

(4) The in-country training phase of the Foreign Area Officers Program.

(5) National War College (NWC).

(6) Information Resource Management College.

(7) Institute for National Strategic Studies.

(8) School of Other Nations (SON) program.

r. Provide HQDA representation for the Defense Management Education and Training Board.

s. Provide distribution plans for displaced equipment to the Army staff and the MACOMs in accordance with AR 420–18.

t. Program and budget for the operation of ALC and Army Personnel Test (APT), to include printing and publishing language aptitude and proficiency tests for use throughout DOD.

u. Chair the Army TGOSC for Army training and education programs and resources. The TGOSC shall develop recommendations concerning training and education prioritization, programming, budgeting, and budget execution issues for approval by DCS, G–3. TGOSC will be supported by CoCs for STRAC, CTCs, and the training mission area (TMA).

(1) The TGOSC will meet at least twice annually and will be chaired by the HQDA, DCS, G–3. The CG, TRADOC, will appoint an administrative agent to manage TGOSC as outlined in para 2–20n.

(2) The TGOSC will—

(a) Provide recommendations on STRAC, CTC, and TMA issues.

(b) Synchronize STRAC, CTC, and TMA priorities.

(c) Review the STRAC program and provide recommendations to the Vice Chief of Staff, Army.

(d) Assist the DCS, G–3, in the management of the CTC Program by validating and recommending CTC Master Plan actions and priorities for CTC development.

(e) Decide TMA prioritization, programming, and budget execution issues.

(f) Decide on and resolve recommendations from the STRAC, CTC, and TMA CoC.

(g) Provide recommendations on STRAC, CTC, and TMA issues brought forward from the CoCs.

(3) The primary membership of TGOSC is the general officer from each MACOM responsible for training. The DCS, G–3, chairs TGOSC, and the Director of Army Training represents the Army Staff. Other HQDA general officers may be invited to attend based on the issues being presented.

v. The CoCs supporting the TGOSC will meet at least twice annually in sufficient time to forward issues to their respective TGOSC general officers. The CoCs consist of representatives in the rank of colonel or their DA civilian equivalent from each MACOM. The HQDA, Deputy Director of Training, chairs the CoCs. Each MACOM has one voting member. Representatives from the Army Staff, other Army agencies, and other services are invited to attend the CoCs as required. The CoCs will review, screen, and refine issues, initiatives, priorities, and other topics. The CoCs will make recommendations concerning issues, initiatives, and priorities in their areas of responsibility to the TGOSC.

w. Through the director of training—

(1) Schedule TMA, CTC, and STRAC CoC meetings.

(2) Direct the training portions of the OMA program and budget.

(3) Monitor the training portions of the ARNG and USAR budgets.

(4) Ensure CATS updates support program to budget adjustments. Also ensure that long-range CATS support training resource requirements targeting the program out years.

(5) Exercise HQDA responsibility for the Defense Foreign Language Program for military personnel.

(6) Manage Army participation and support of the training aspects of the joint interoperability program, to include—

(a) Managing Army resource support for the JCS exercise program.

(b) Acting for the DSCOPS on resource issues relating to joint training.

(7) In coordination with CAR, approve training strategies developed for the IRR by CG, TRADOC, and CG, MEDCOM.

(8) Provide policy and management oversight for the CTC program.

(9) Serve as the HQDA proponent for AMT and related support facilities, and provide guidance and policy for programming and budgeting for the Army Modernization Training Automation Systerm (AMTAS).

(10) Coordinate AMT issues with HQDA staff agencies.

(11) Chair HQDA, Consolidated Training Support Work Group (CTSWG) meetings.

(12) Ensure NET requirements are planned and funded to support army warfighting experiments (awe), advanced technology demonstrations (atd), and warfighting rapid acquisition program initiatives.

(13) Approve MACOM proposals for contracted soldier training courses in coordination with representatives from other Army staff elements and the proponent MACOM.

(14) Serve as the HQDA proponent for the Army Distance Learning Program.

(15) Supervise the programming and budgeting activities to support the Noncommissioned Officer Education System (NCOES), except for AMEDD courses administered by TSG.

(16) Set policy for the management and operation of TSCs except for policy governing visual information functions.

(17) Chair the Fielded Devices Coordination Council (FDCC) in conjunction with the TMA program review to address and resolve fielded TADSS issues between MACOMs.

(18) Manage the ITAM program.

2–6. Deputy Chief of Staff, G–1
The DCS, G–1, will—

a. Supervise PERSCOM in managing the professional development of active duty soldiers, to include—

(1) Selecting and scheduling active duty soldiers for attendance at Army schools.

(2) Establishing policy governing the use of training results within the Enlisted Personnel Management System (EPMS).

b. Exercise HQDA responsibility for Army military leadership assessment policy.

c. Provide policy guidance for the Army Health Promotion Program, the Army Body Composition/Weight Control Program, the Army Alcohol and Drug Abuse Program, and the Tobacco Cessation Program.

d. Develop policy for direction, control, and approval of the curriculum for the U.S. Military Academy (USMA) and the USMA Preparatory School.

e. Develop plans, policies, and programs for the administration of the junior and senior ROTC programs, the NDCC, and administer the Federal Officer Candidate School (OCS).

f. Coordinate with CG, TRADOC; the Superintendent, USMA; the CG, U.S. Army Cadet Command for ROTC; the Commandant, U.S. Army Infantry School (USAIS) for Federal OCS; and the CNGB for state-operated OCS to assure standardized training in all commissioning sources.

g. Determine the specialty, MOS, career management field classification, and enlistment and reenlistment criteria of grade structure requirements for the Army; provide these data to DCS, G–3, to assist in establishing training base requirements.

h. Develop and administer the Army's military personnel management system in coordination with appropriate agencies.

i. Establish policy for direction, control, and operations of the ACES including ALC and APT. Plan, program, and budget for ACES less ALC and APT.

j. Monitor, assess, and recommend to DCS,G–3, actions on training as part of MANPRINT.

k. Review NETPs and DET plans (DETP) for personnel requirements and shortfalls. Provide comments and recommended solutions to MATDEVs and TNGDEVs as appropriate.

l. Ensure timely and accurate MOS decisions.

m. Ensure the recruiting quota system supports AMT through new accessions and provides personnel to fill NETT upon request.

n. Provide personnel assessments and distribution priorities to the USAR and MACOMs pertaining to materiel fielding plans.

o. Review near-term personnel plans, policies, and programs to ensure they support MACOM personnel requirements with the correct MOS for new systems.

p. Provide representation at CTSWG meetings.

q. Provide policy guidance and procedures for the development and verification of individual training requirements for the Army.

r. Provide technical and functional management of ATRRS.

s. Develop homosexual conduct policy training information and resource materials and make them available through the internet at http://www.odcsper.army.mil.

2–7. Assistant Chief of Staff for Installation Management
The Assistant Chief of Staff for Installation Management will—

a. Provide policy and guidance for facility engineering programs and environmental compliance, restoration, pollution prevention, conservation, environmental program management, and real property master planning; and provide direction and assistance in land acquisition in support of the Range and Training Land Program in accordance with AR 210–21 and AR 420–10.

b. Identify and prioritize research, development, test, and evaluation support for training and management initiatives and automated systems in coordination with ODC, G–3, and the DA Program Coordinator for Army training facilities.

2–8. Deputy Chief of Staff, G–4
The DCS, G–4, will—

a. Exercise HQDA responsibility for logistics training and identify strategies and training resources for logistics training.

b. Exercise HQDA responsibility for officer, warrant officer, enlisted, and civilian logistics specialist training.

c. Monitor, assess, and recommend to the DCS, G–3, appropriate action on AMT as part of integrated logistics support.

d. Provide representation at CTSWG meetings.

e. Review NETPs and DETPs for logistical impacts. Provide comments to MATDEVs and TNGDEVs as appropriate.

2–9. Deputy Chief of Staff, G–2
The DCS, G–2, will—

a. Exercise HQDA responsibility for the functional aspects of officer, warrant officer, enlisted, and civilian intelligence and counterintelligence specialist training.

b. Exercise HQDA oversight for developing policy related to institutional and force intelligence and security training, and OPFOR training in accordance with AR 350–3.

c. Exercise HQDA responsibility for cryptologic training in accordance with DOD Directive (DODD) 5210.70 to include National Security Agency training forums, and general intelligence training and new training requirements in accordance with DODD 3305.2.

d. Manage the tactical intelligence readiness training (REDTRAIN) program in accordance with AR 350–3.

e. Manage the Army language program in accordance with AR 350–16, AR 350–20, and

g. Exercise HQDA responsibility for civilian career management, training, and education within Career Program 35 (Intelligence), and Functional Area 34A (Strategic Intelligence).

h. Monitor the development of the consolidated cryptologic program (CCP) to ensure the submission of requirements for training and development support of the new Major Force Program 3 CCP Systems.

i. Act as the HQDA point of contact for the Joint Military Intelligence College and the National Cryptologic School.

j. Serve as the HQDA representative to the defense foreign language program board.

k. Exercise HQDA responsibility for developing policy related to the institutional training of foreign disclosure in accordance with AR 380–10.

2–10. Chief Information Officer, G–6
The Chief Information Officer, G–6, will—

a. Exercise HQDA responsibility concerning training on information systems for command, control, communications, and computers.

b. Exercise HQDA responsibility for establishing policy, procedures, and standards for publications supporting Army training and education programs.

c. Exercise HQDA responsibility for Information Assurance training and developing policy related to the training and certification of Information Assurance personnel (for example: System Administrator, Network Administrator, and Information Assurance Security Officer).

d. Exercise HQDA responsibility for civilian management, training, and education within Career Program 2 (Automatic Data Processing and Information Assurance).

2–11. The Inspector General
The Inspector General (IG) will—

a. Conduct Army-wide assessments of training development and training management to assess the implementation of training policy and impacts of training on readiness, sustainability, and units' ability to fight and win. Assessments will focus on training resources and provide feedback to commanders in order to promote efficiency in training.

b. Conduct IG orientation courses in accordance with AR 20–1.

c. Conduct the IG Network Site Administrator Course for IG personnel.

2–12. Chief of Public Affairs
The Chief of Public Affairs will—

a. Develop public affairs doctrine that is congruent with public policy and upon which Army public affairs training is based.

b. Design and develop Army-specific officer, enlisted, and civilian training programs, courseware, and distance-learning products to serve Functional Area 46 and Career Management Field 46.

c. Coordinate with the Defense Information School in the design and development of ITRO public affairs training materiel.

d. Manage public affairs advanced education programs supporting the professional development of public affairs soldiers and civilians.

e. Establish policy to manage and provide public affairs training products to support common core officer and enlisted soldier training.

2–13. The Surgeon General
The Surgeon General (TSG) will—

a. Establish policy to manage and provide clinical and technical professional medical training and education for the Army. This includes medical training for individuals and units not in the AMEDD and medical training under special circumstances, such as NBC defense conditions.

b. Develop field medical support concepts, doctrine, training, leader development programs, and user tests.

c. Provide AMT for medical materiel for medical units.

d. Control quotas and select active duty AMEDD officers, warrant officers, and enlisted personnel to attend designated schools and courses. Assign active duty officers to the AMEDD Officer Basic Course (OBC) and or Captains Career Course (CCC).

e. Monitor, evaluate, and provide guidance for improving the status of medical training readiness as reflected in unit status reports for AMEDD units.

f. Exercise HQDA responsibility for combat lifesaver training, medical intelligence training, and medical mobilization training.

g. Provide guidance in medical, physiological, and health areas related to physical fitness and manage CVSP.

h. Develop, coordinate, and monitor programs for training foreign nationals in AMEDD schools and facilities.

i. Maintain HQDA supervision and plan, program, and budget for NET for medical materiel.

2–14. Chief, National Guard Bureau
The CNGB will—

a. Ensure ARNG units train to standard to meet premobilization proficiency goals.

b. Serve as the HQDA adviser on ARNG training and education matters.

c. Coordinate actions concerning units through the Army component commanders who are responsible to train ARNG units.

d. Coordinate with appropriate Army staff elements and recommend, establish, and promulgate HQDA policy for training the ARNG.

e. Develop policy on professional career development of soldiers in ARNG and participate in ATRRS.

f. Coordinate with Army component commanders on the units which will participate in overseas deployment training (ODT).

g. Assist FORSCOM in the development of command training guidance as it pertains to the ARNG.

h. Support the States, territories, Commonwealth of Puerto Rico, and District of Columbia in the training of ARNG units.

i. Participate with other Army Staff agencies to formulate and develop weapons qualification and training policies affecting ARNG.

j. Coordinate and ensure integration of ARNG training needs with short-range and long-range CATS.

k. Provide policy, procedures, and standards for training ARNG AGR program participants.

l. Program and budget to support ARNG training requirements as defined by the short-range CATS.

m. Prescribe appropriate policy and programs for physical fitness in ARNG.

n. Represent ARNG in HQDA, SMDR process.

o. Establish peacetime military education prerequisites in appropriate ARNG regulations, except for criteria prescribed in AR 135–155.

p. Develop, in coordination with the MACOMs, policy for access, use, and management of ATRRS in ARNG.

q. Establish peacetime Initial Active Duty for Training (IADT) requirements for MOS-producing TASS courses for the ARNG.

r. Support peacetime training requirements for ARNG soldiers in TASS courses.

s. Select ARNG personnel to attend Army and DOD schools. State Adjutants General will control quotas and monitor input for resident NCOES courses conducted by State NCO Academies (NCOA). They will also schedule ARNG officers for OBC and CCC, and warrant officers for WO candidate school (WOCS), Warrant Officer Basic

Course (WOBC), Warrant Officer Advanced Course (WOAC), Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Course (WOSSC).

t. Establish and provide guidance and direction to the Leadership Training Regiment and the Combat Arms Training Regiment in each TASS region.

u. Provide planning, programming, and budgeting for the AMT requirements of ARNG:

(1) Provide representation at HQDA, CTSWG, meetings.

(2) Review and provide input to NETPs and DETPs through AMTAS.

(3) Ensure ammunition and consumables are requested, authorized, allocated, and forecast to support AMT.

(4) Provide installation support, to include billeting, transportation, and food services, to training.

(5) Provide personnel assessments and distribution priorities to ARNG units pertaining to materiel fielding plans.

v. Program and budget to support TASS.

w. Support compliance with the DAWIA and DOD directed acquisition position qualifications and certification requirements.

2–15. Chief, Army Reserve

The CAR will—

a. Ensure USAR units train to standard to meet premobilization proficiency goals.

b. Serve as the HQDA adviser on USAR training and education matters, and coordinate actions concerning units through the Army component commanders who are responsible to train USAR units.

c. Coordinate with appropriate Army staff elements and recommend, establish, and promulgate HQDA policy for training the USAR.

d. Develop policy on professional career development of soldiers in the USAR and participate in the ATRRS.

e. Coordinate with Army component commanders on the units which will participate in ODT.

f. Participate with other Army Staff agencies to formulate and develop weapons qualification and training policies affecting the USAR.

g. Ensure ARPERSCOM executes the IMA and IRR training programs, strategies, and requirements in coordination with MACOMs, HQDA, and OSD staffs.

h. Ensure integration of USAR training needs in short-range and long-range CATS.

i. Prescribe policy and programs for physical fitness in the USAR in coordination with FORSCOM, USARPAC, U.S. Army South (USARSO), USAREUR, USASOC, USARC, and ARPERSCOM.

j. Establish policy and procedures for the development, validation, and maintenance of the USAR nonprior service and in-service individual training requirements.

k. Provide policy, procedures, and standards for training USAR AGR program participants.

l. Conduct selection boards for professional development courses for USAR soldiers.

m. Manage USAR personnel attendance at NCOES courses.

n. Represent the USAR in the SMDR.

o. Develop, in coordination with the MACOMs, policy for access, use, and management of ATRRS in the USAR.

p. Establish and provide guidance and direction to the Combat Support Training Brigade, Combat Service Support Training Brigade, Officer Development Training Brigade, and Health Services Training Brigade in each TASS region.

q. Program and budget resources needed to support the TASS.

r. Review and provide input on NETPs and DETPs through AMTAS.

s. Participate in the NET and DET planning process.

(1) Provide representation at CTSWG meetings.

(2) Ensure ammunition and consumables are requested, authorized, allocated and forecast to support training.

(3) Provide personnel support for NETTs for new and displaced equipment training as required by the NETP or DETP.

(4) Provide installation support, to include billeting, transportation, and food services for NET and DET training.

(5) Provide personnel assessments and distribution priorities to USAR units pertaining to materiel fielding plans.

t. Support compliance with the DAWIA and DOD directed acquisition position qualifications and certification requirements.

u. Through the Commander, ARPERSCOM will—

(1) Develop, validate, and maintain USAR training requirements in ATRRS for DOD and Army schools, and USAR Training Battalions under TASS.

(2) Develop USAR training requirements for formal school training in coordination with MACOM commanders and USARC for TPU soldiers.

(3) Supervise military education and training for TPU officers, IRR/IMA soldiers, and AGR soldiers.

(4) Select personnel to attend Army schools, non-Army schools, and training centers.

(5) Schedule USAR officers for OBC, CCC, and resident Command and General Staff Officer Course (CGSOC).

(6) Schedule USAR warrant officers for WOCS, WOBC, WOAC, WOSC, and WOSSC.

2–16. The Judge Advocate General
The Judge Advocate General (TJAG) will—

a. Develop and administer legal training requirements for lawyers and warrant officers in the Judge Advocate General's Corps (JAGC) and legal NCOs and specialists, and provide training requirements to the DCS, G–1, for updating ARPRINT.

b. Advise DCS, G–3; DCS, G–1; and CG, TRADOC, during the development of training and training support products for the Army including training programs mandated by domestic and international law obligations.

c. Develop training support products for Army-wide legal training.

d. Assign Judge Advocate General Corps officers to OBC and either the Judge Advocate Officer's Graduate Course or the Reserve Judge Advocate Officer's Course.

e. Exercise HQDA responsibility for training on the law of war.

f. Administer the Funded Legal Education Program according to AR 27–1.

2–17. Chief of Chaplains
The Chief of Chaplains (CCH) will—

a. Provide professional training and education for chaplains, chaplains' assistants, and staff specialists (chaplain candidate).

b. Assign Chaplain Corps officers to OBC and CCC.

c. Develop training and education program for commanders and schools on religious requirements, moral leadership, character development, and suicide prevention.

d. Ensure that the chaplain force of the Army is trained to provide religious support in peace and war.

e. Establish professional and educational policy, and issue training goals and guidance for the Chaplain branch.

f. Verify professional and educational qualifications and establish career training objectives for chaplains.

g. Establish and verify professional and educational qualifications for directors of religious education.

h. Direct the functions of the U.S. Army Chaplain Center and School.

i. Select and schedule chaplains for attendance at designated Army and civilian schools.

j. Program and budget training resources.

k. Develop a chief of chaplains training strategy.

l. Provide train-the-trainer opportunities for the Chaplain Branch in suicide prevention, moral leadership, and character development.

m. Identify and establish annual Army-wide training emphasis to include themes, subjects, and topics for chaplains.

n. Provide specialized chaplain training to include CCH mobilization planners training school; logistical, information, financial training; unit ministry team force structure training; chaplain personnel manager training; and train-the-force training.

Section II
Major Army Commanders

2–18. Commanders of Major Army Commands
Commanders of Major Army commands will—

a. Establish active Army management plans to support NCOES courses taught in regional NCOAs.

b. Ensure attendance of qualified soldiers at NCOES courses, consistent with Army NCOES training priorities.

c. Ensure soldiers are aware of the following:

(1) NCOES courses established for their MOS.

(2) The importance of NCOES attendance and training to individual MOS proficiency, career progression, cadre development, and unit readiness.

d. Ensure promotable soldiers are scheduled to attend resident NCOES courses at the time of selection for promotion in accordance with policies established in this regulation.

e. Select soldiers to attend the Primary Leadership Development Course (PLDC) in accordance with the policies established in this regulation.

f. Program and budget for travel costs related to PLDC and Basic Noncommissioned Officer Course (BNCOC) training.

g. Ensure installations conduct and sustain civilian leadership training, technical training, and career and professional development programs to support mandated ACTEDS requirements for civilian employees.

h. Ensure subordinate commanders with acquisition workforce personnel take responsibility for the education,

training, and career development of their AAC/AAW personnel to include planning for and releasing AAC/AAW personnel to participate in training, education, and developmental opportunities.

i. Support compliance with DAWIA and DOD directed acquisition position qualifications and certification requirements.

j. When Commanders receive new, improved, or modified equipment—

(1) Review, update, and provide input to NETP through AMTAS.

(2) Provide representation at HQDA, CTSWG, meetings.

(3) Ensure ammunition and consumables are forecast and available to support NETT. Review ammunition requirements in coordination with MATDEV twice a year to update NETPs.

(4) Assist the MATDEV and TNGDEV to determine prerequisites (MOS, skills, and grade) for attending training conducted by the NETT.

(5) Augment, as appropriate, NETT with personnel when beyond MATDEV's or provider's capability (as identified and agreed to in NETP), and request availability and stabilization of personnel receiving NET and designated NETT members in support of the NETP.

(6) Provide installation support to include billeting, tactical vehicle transportation, and food services to NETT as available and required.

(7) Ensure personnel receiving training from NETT meet the requirements of DA Pam 600–8.

(8) Provide an after-action report to MATDEV subsequent to completion of training by NETT.

(9) Assist CBTDEV in preparing combat developments feedback data and assist MATDEV and TNGDEV in preparing DETPs as required.

(10) Notify PERSCOM of any MOS or ASI awarded as a result of AMT. For USAR personnel, inform Commander, ARPERSCOM, 1 Reserve Way, St. Louis MO 63132–5200.

(11) Program, budget, and fund travel and per diem for MACOM personnel to attend NET courses (except NETT members), and provide DET information to CAR.

(12) In conjunction with MATDEV and TNGDEV, manage DET for USAR units, as required. Assist ARNG units receiving DET when required.

k. If the command is proponent of soldier training courses—

(1) Develop and provide to using MACOMs Training/TATS TSPs for the courses listed in paragraph 4–6c, and contracted training courses approved by HQDA. Courses will be developed following the guidance published in appendix B of this regulation. TSPs will include standardized course prerequisites and standardized certification tests. Major Army command points of contact can secure information about TSPs developed by proponent MACOMs from HQ, TRADOC, ATTN: ATOM-P, and Training/TATS course TSP development from ATTN: ATTG-CD, Ft. Monroe, VA 23651–5000.

(2) Approve TSPs developed by using MACOMs for military personnel to conduct soldier training courses.

l. If the command uses proponent-developed soldier training courses:

(1) Ensure installations maintain historical records of contractor soldier training that include—

(a) Location of soldier training courses.

(b) Courses taught.

(c) Number of students enrolled per course and number of students graduated per course.

(d) Costs for each course in terms of dollars, manpower, equipment, and facilities.

(2) Ensure installations conduct only soldier training courses that have been validated by an annual needs assessment. When requested by HQDA, ODCS, G–3 (DAMO-TR), summarize the needs assessment for each training course contracted by subordinate installations. Address training courses previously approved by HQDA for contracting and any new courses for which authority for contracting has been requested. As a minimum:

(a) Identify the performance shortfall and its effect on the accomplishment of the unit's mission essential tasks.

(b) Establish training that will correct the performance shortfall.

(c) Identify any inefficiency or inability of the unit chain of command to conduct training.

(d) Evaluate available training alternatives and document selection of the most cost-effective alternative.

(3) Ensure soldier training courses are developed or approved by the proponent MACOM.

(4) Establish in local regulations the maximum number of soldiers per unit that can be trained or cross-trained in each soldier training course.

(5) Regulate the required minimum retention time in the unit after completing a soldier training course.

(6) Regulate the minimum class size, which enables training to be canceled without cost if the minimum course size cannot be achieved.

(7) Ensure active duty military personnel employed as off-duty instructors avoid conflicts of interest as stated in the Joint Ethics Regulation, DOD 5500.7–R.

(8) When requested, provide HQDA, ODCS, G–3 (DAMO-TR), a projection of soldier training course expenditures for the next fiscal year.

(9) Identify and program resources to meet the needs of the civilian work force.

m. Conduct amphibious training within the command as required to support operational and contingency missions.

n. Conduct annual training on the Army's homosexual conduct and fraternization policies.

2–19. Commanding General, U.S. Army Forces Command

The CG, FORSCOM, will—

a. Command the NTC and the JRTC.

b. Exercise HQDA responsibility for NTC and JRTC scheduling.

c. Train and evaluate Army forces in accordance with this regulation, AR 10–87 and AR 140–1.

d. Provide quota control policy and monitor class input for active duty NCOES courses conducted by FORSCO

e. Provide input for updates of the short-range unit CATS and provide comments on long-range CATS.

f. Implement Wartrace Program in accordance with AR 11–30.

g. Support the JCS Exercise Program in accordance with AR 350–28.

h. Command USAR TPUs and reinforcement training units through the USARC.

i. Establish training criteria and oversee, evaluate, and assist the training of ARNG units in CONUS, the Commonwealth of Puerto Rico, and the Virgin Islands.

j. Provide training opportunities through the Mobilization Readiness Training Program for soldiers of IRR.

k. Exercise HQDA responsibility for ODT and publish instructions in accordance with AR 350–9.

l. Exercise HQDA responsibility for the JA/ATT Program.

m. Ensure the availability of trained units to develop and test Army organization, equipment, and doctrine for the accomplishment of amphibious operations.

n. Provide equipment support for training programs at TASS organizations, as requested and available.

o. Plan, program, budget, and monitor use of resources to support training programs.

p. Through the CG, USARC—

(1) Ensure USAR units are organized, trained, and prepared for mobilization and commitment to war and other missions in support of the combatant commander or as otherwise directed.

(2) Develop command training guidance as it pertains to the USAR.

(3) Implement, review, and provide supplemental guidance on policies for operations, training, mobilization, and deployment.

(4) Plan, program, budget, and monitor the use of resources to support USAR training programs.

2–20. Commanding General, U.S. Army Training and Doctrine Command

The CG, TRADOC, will—

a. Administer training functions outlined in this regulation, AR 600–100, AR 140–1, and AR 10–87.

b. Develop training doctrine, policy and procedures for approval by HQDA. This includes but is not limited to:

(1) Designating Army training proponents responsible for the development of unit and individual training and the development of TSPs and products for approved training requirements.

(2) Developing and publishing training development policy and procedures and serving as the Army's proponent for the Systems Approach to Training.

(3) Developing and publishing training doctrine field manuals (for example, FM 7–0, FM 25–101) and supporting pamphlets.

(4) Developing and implementing TASS and the TATS policies and procedures.

(5) Implementing The Army Distance Learning Program.

(6) Developing and publishing guidance for the development of training products and training support products.

(7) Developing, promulgating, and implementing policy and procedures for a training evaluation program to provide for quality control and quality assurance of Army training development, training products, and training.

c. Develop and execute collective training to meet the Army's collective training goal by—

(1) Serving as the Army functional proponent for ARTEP.

(2) Developing policy and guidance for the management, planning, developing, and implementing collective training and for preparing collective training products (such as MTPs, drills, and collective TSPs).

(3) Identifying and prioritizing training resources required by those strategies.

(4) Serving as the Army's collective task manager.

(5) Exercising quality assurance and quality control over training development and collective training.

(6) Serving as the Army functional proponent for unit training management doctrine (and its automation) and exercise HQDA responsibility for SATS.

(7) Developing unit training management doctrine and associated tactics, techniques, and procedures for both collective and individual training in units.

(8) Developing related individual TSPs for individual training in service schools and units.

(9) Supporting the evolution of the Joint Training System and its automation.

(10) Exercise HQDA responsibility for CATS. Develop and update CATS for the Army by—

(a) Defining strategies for training in schools and units.

(b) Identifying and prioritizing training resources required by those strategies.

(c) Coordinating and synchronizing resource requirements with STRAC programs.

(d) Deconflicting resource discrepancies by adjusting STRAC programs or CATS. Preparing and recommending resource changes to the TGOSC for approval.

d. Exercise HQDA responsibility for the administration and integration of the CTC Program.

e. Provide the training model for CTCs to include exercise scenarios, opposing forces models, observer and controller training requirements, and assessment criteria.

f. Manage the enlisted, warrant officer, and officer individual training and military education programs, including courseware, training support products, and TADSS.

g. Design, develop, and distribute military training and education programs and products in support of individual and unit training. Civilian training developed by TRADOC must be approved by HQDA, Deputy Assistant Secretary of the Army for Civilian Personnel Policy.

h. Identify individual tasks for enlisted career management fields of the IRR and provide a prioritized list to Commanders, ARPERSCOM and FORSCOM.

i. Integrate Army leadership doctrine in all training programs of the schools and training centers for officers, warrant officers, noncommissioned officers, and DA civilians at progressive and sequential phases of career development. Manage all leadership education and training programs to include homosexual conduct fraternization policy, and the implementation of leadership assessment policy in Army schools and training centers.

j. When serving as TNGDEV for AMT—

(1) Identify requirements for multimedia training support products needed for AMT and require them to be validated and provided by the first unit equipped (FUE) date. The training strategy and the required associated multimedia training support products will be documented in the ORD and STRAP. Once developed and validated, these multimedia training support products constitute the system TSP.

(2) Identify the requirement for a core TSP in ORD and STRAP for a family or fleet of systems that addresses the common task training across the family or fleet and develop the requirements for system-specific TSPs that address the unique training requirements of the system variant.

(3) Require TSPs that use distance-learning technologies whenever feasible and cost effective and that are multipurpose to support NET and unit sustainment training.

(4) Program, budget, and fund for travel and per diem of personnel to attend NET courses (except for NETT members).

(5) Coordinate STRAP and ORD with CBT DEV, MATDEV, gaining MACOMs, test agencies, and other organizations as required.

(6) Ensure NET and multimedia TSPs are provided in a timely manner to units conducting AWEs and ATDs in coordination with HQDA, ODCS, G–3, and MATDEV or provider.

(7) Begin the institutional training portion of AMT no later than 12 months after FUE. Exceptions to this policy will include: systems fielded in such low density that institutional training is not warranted and NET or unit sustainment TSP will satisfy the training needed for the life of the system; or a system that is fielded in such low densities over an extended fielding schedule that it does not warrant beginning institutional training until a significant density level is achieved and NET or unit sustainment TSP will be used in the interim.

(8) Provide representation at HQDA, CTSWGs.

(9) Assist MATDEV or provider in preparing and updating NETPs through the AMTAS.

(10) Determine ammunition requirements to support AMT in coordination with MATDEV for forecasting by the gaining commands.

(11) Assess AMT effectiveness.

(12) Establish mobile training teams or provide distance-learning remedial instruction when approved by HQDA, ODCS, G–3 (DAMO-TR).

(13) Refer unresolved AMT issues to HQDA, ODCS, G–3 (DAMO-TR).

k. Implement Wartrace Program in accordance with AR 11–30.

l. Provide subject matter expert evaluation of the JCS Exercise Program in accordance with AR 350–28.

m. Exercise HQDA responsibility for the combat development and training development aspects of the OPFOR Program in accordance with AR 350–2.

n. Exercise HQDA responsibility for TGOSC. Appoint an administrative agent to manage TGOSC whose responsibilities include, but are not limited to announcing, scheduling, coordinating, providing administrative support, and publishing the final report for signature by DCS, G–3.

o. Exercise HQDA responsibility for: TADSS requirements documentation TADSS asset management, FDCC

guidance, the GTA program, TADLP, STRAC, range modernization and standardization, international military training and education under the Security Assistance Training Program, training standardization policy, and TASS.

p. Develop and field the Army's physical fitness doctrine, training programs, and performance standards.

q. Assist the HQDA, Director of Training, to develop, field, and sustain automated training development and training management systems.

r. Manage the institutional portion of the Army's military leader development program to include the development and publication of leadership training materials, and exercise HQDA responsibility for development of civilian leadership training.

s. Publish and distribute a common task test (CTT) Notice listing the tasks to be tested. The notice will be issued 60 days before the test period and will be in effect for one fiscal year. It is not mandatory that soldiers receive a written CTT notice.

t. Establish policy for and manage individual military training to include enlisted, warrant officer, and officer training, and establish policy for managing training in units.

u. Maintain administrative control over designated DOD schools.

v. Exercise HQDA responsibility and manage Army training for foreign military and civilian personnel in the United States.

w. Ensure the development and production of all EPMS materials required to support training.

x. Develop and execute individual training to meet the Army's individual training goal. This includes the development of TATS courseware; extension training products; and TSPs for individual, school, and unit use. Additionally, it includes actions to—

(1) Establish short- and long-range individual training strategies that indicate where and how tasks will be trained and identify requirements for courses, media, TADSS, and mobilization training.

(2) Identify individual tasks for all jobs and duty positions and establish performance standards.

(3) Exercise quality assurance and control over training development and individual training.

(4) Coordinate and prioritize resources for training development and maintenance, ensuring standardization, and the horizontal and vertical alignment of all materials.

(5) Coordinate development of Army training materials not otherwise identified in this regulation.

(6) Establish the standards for instructor training and accreditation in Army schools.

(7) Develop performance-based, criterion-referenced tests.

(8) Reproduce and distribute training products and materials to support the Army's individual training system.

y. Serve as the Army's individual task manager and—

(1) Receive external training requirements and conduct training needs analyses to determine applicability for individual training.

(2) Identify and approve common tasks and incorporate them into officer (to include precommissioning), warrant officer, noncommissioned officer, and civilian training, as appropriate.

(3) Designate Army training proponents responsible to develop TSPs and products for approved training requirements.

(4) Manage common soldier shared and branch-specific individual tasks.

(5) Manage the development of vertically and horizontally aligned officer (to include precommissioning), warrant officer, and noncommissioned officer training.

(6) Ensure the application of common task training throughout TASS to include the coordination of precommissioning tasks taught by the U.S. Military Academy and National Guard Academies.

z. Review POIs for institutional training courses to ensure compliance with established policies. (Exceptions are USAWC, AMC schools, AMEDDC&S, the U.S. Army Criminal Investigation Laboratory, USASOC schools, and The Judge Advocate General's School, U.S. Army, TJAGSA.) In accomplishing this responsibility, the CG, TRADOC, will—

(1) Serve as the Army member of the interservice training review organization executive board and review training courses of other services to eliminate duplication, reduce costs, and standardize instruction in compliance with AR 351–9.

(2) Coordinate the TRAS.

(3) Coordinate changes in course prerequisites and implementation dates with quota managers at least six months in advance. This will—

(a) Ensure personnel availability and distribution.

(b) Preclude voiding enlistment contracts.

(4) Ensure review of proposed changes in course prerequisites, curricula, and course lengths and additions and deletions for training conducted at DOD schools under control of the Army and forward recommendations to HQDA, ODCS, G–3, 400 Army Pentagon, ATTN: DAMO-TR, Washington, DC 20310–0400. Course changes that affect course prerequisites, lengths, class sizes, or other major resource changes require 6 months notice.

(5) Identify and notify HQDA, ODCS, G–3 (DAMO-TR), of the impact of resource deficiencies on unit mission and task performance accomplishment.

(6) Notify the following of significant changes in course lengths, modifications, or establishment:

(a) The HQDA, ODCS, G–3, 400 Army Pentagon, ATTN: DAMO-TR, Washington, DC 20310–0400.

(b) HQDA, ODCS, G–3, 400 Army Pentagon, ATTN: DAPE-MPT, Washington, DC 20310; and PERSCOM (TAPC-OP), 200 Stovall Street, Alexandria, VA 22332–0400.

(c) CNGB, ATTN: NGB-ART, 111 South George Mason Drive, Arlington, VA 22204–1382.

(d) CAR, 2400 Army Pentagon, ATTN: DAAR-OP-T, Washington, DC 20310–2400.

(e) Commander, ARPERSCOM, ATTN: ARPC-MOT-S, 9700 Page Avenue, St. Louis, MO 63132–5200.

(1) Obtain HQDA, ODC, G–3 (DAMO-TR), approval in cases where a course change results in a change of status from TDY to PCS, or vice versa.

(2) Obtain HQDA, ODCS, G–3 (DAMO-TR), approval for course cancellations that will have Army-wide implications.

(3) Cancel courses when a certified instructor or essential equipment is not available.

aa. Establish institutional military leader training courses that provide training in leadership, technical, and tactical tasks relevant to branch missions for the type units students will serve in after training. This requires the CG, TRADOC to—

(1) Establish and implement HQDA policy for the development of courses taught in other MACOM schools.

(2) Coordinate with other MACOM commanders to establish courses worldwide.

(3) Ensure input and graduation data for courses conducted on TRADOC installations are posted to ATRRS within 10 days of course start and end dates.

bb. Develop and publish guidance for the development of training products and training support products.

cc. Coordinate precommissioning military training among precommissioning sources.

dd. Consult with CNGB and CAR on scheduling courses that are conducted when the preponderance of students are ARNG or USAR.

ee. Command and manage Federal OCS, ROTC, and NDCC activities except those functions and responsibilities retained by HQDA.

ff. Solicit individual training requirements in accordance with AR 350–10.

gg. Exercise administrative responsibility to—

(1) Supervise, manage, operate, fund, and control the Defense Language Institute Foreign Language Center (DLIFLC).

(2) Ensure AIT for language-dependent occupational specialties includes requirements for demonstrating linguistic proficiency.

hh. Supervise the development and implementation of an individual military training integration and standardization program.

ii. Establish and maintain an evaluation program that—

(1) Determines the effectiveness and cost efficiency of the Army's training to include programs, courses, and training and education materials and products.

(2) Provides feedback to TNGDEVs and trainers for the improvement of training. This includes acquiring and assessing feedback from CTCs and units.

(3) Ensures the effectiveness and cost efficiency of individual training and training products.

(4) Ensures the applicability and use of lessons learned from CTCs and units.

(5) Ensures training deficiencies are corrected when identified.

(6) Ensures training is current and reflects approved doctrine.

(7) Provides certification of faculty members and accreditation of instructors in training institutions.

(8) Evaluates TASS Training Battalions, in coordination with the concerned MACOM; verifies compliance with TRADOC-approved POIs; and serves as the accreditation authority for TASS Training Battalion programs.

(9) Serves as the accreditation authority for all Army training institutions which conduct courses for which TRADOC is the proponent. The authority to accredit may be delegated to MACOM commanders or training-proponent commandants and commanders.

(10) Determines the frequency of accreditation and training accreditation policies, standards, and procedures.

jj. Review, approve, publish, distribute, and maintain TSPs and products.

kk. Develop school mobilization missions and supporting policy and guidance.

ll. Maintain and distribute career development models in coordination with each career management field proponent.

mm. Promulgate policy and procedures for quality control and quality assurance of Army training development, training products, and training. Establish quality control of TASS training battalion training programs.

nn. Serve as the POI proponent for instructional programs at TASS training battalions.

oo. Coordinate with MACOMs, PERSCOM, CNGB, CAR, and HQDA to develop NCOA tables of distribution and allowance.

pp. Exercise HQDA responsibility for the oversight for AMSC curriculum development and course delivery.

qq. In coordination with the U.S. Navy (USN) and U.S. Marine Corps (USMC), formulate, develop, recommend, and document new or improved concepts, organizations, doctrine, and materiel requirements for amphibious operations which are peculiar to Army needs and which are not provided for in JCS publications.

rr. Ensure the Army fraternization policy contained in AR 600–20 is addressed in training:

(1) Assess current IET instruction and, if necessary, upgrade training materials.

(2) Incorporate fraternization policy as a learning objective into training products for the two common core tasks: Employ Military Justice (181–331–1001), taught in Precommissioning, OBCs, WOCS, and BNOCs, and Administer Military Justice in a Company (181–333–1001), taught in CCCs.

(3) Develop senior-level common core fraternization training for the first sergeant course (1SC) and sergeants major course (SMC).

(4) Coordinate through TJAG with ODCS G–1, to ensure the Army's fraternization policy is taught annually as part of military justics common military training requirements.

2–21. Commanding General, U.S. Army Materiel Command

The CG, AMC, will—

a. Establish training functions in accordance with this regulation and AR 10–87.

b. Establish policy for and manage the Defense Ammunition Center and School.

c. Provide management training in industrial and business activities for the Wholesale Logistics System.

d. Function as the quota manager for Defense Management Education and Training Program Courses.

e. Coordinate with the U.S. Army Intelligence and Security Command (INSCOM) and TRADOC to evaluate cryptologic and signal intelligence (SIGINT) training requirements related to tactical cryptologic and National SIGINT systems (when the Army is designated as the system developer).

f. Provide materiel acquisition review and analysis of the Project Manager Development Program.

g. Through assigned NET Managers and in coordination with program and systems managers—

(1) Program, budget, and execute NET for assigned Systems in accordance with the approved ORD, approved Program Baseline, and decisions made at milestone reviews governed by AR 70–1. This includes—

(a) Programming and budgeting travel and per diem for NETT personnel attending testing, staff-planner, instructor and key personnel training (IKPT), and NET courses.

(b) Acquiring system TSPs consisting of multipurpose, multimedia training support products and system technical documentation that support NET and unit sustainment training.

(c) Providing for contractor NET when required. Contractor provided NET will use multimedia TSPs and distance-learning capabilities to minimize manpower and travel costs associated with NET whenever feasible and cost effective.

(d) Ensuring contractor developed multimedia system training support packages and other training resources necessary to support and execute NET and other AMT requirements are validated. The use of distance learning and contractor NET to offset Army manpower and other resource requirements is preferred.

(2) Produce a NETP for each new, improved, or modified materiel system based upon the approved ORD. Use the AMTAS to coordinate NETPs with the TNGDEV, CBTDEV, gaining commands, test agencies, and other agencies as required.

(3) Exercise HQDA responsibility for the AMTAS and ensure electronic access to the user community.

(4) Coordinate with HQDA to ensure visibility of funds for the acquisition of the system's training subsystem.

(5) Resource and update TADSS and TSPs to keep pace with the system engineering change proposals, technology insertions, and block improvements applied to the materiel system.

(6) Ensure validated system TSPs, to include system TADSS and embedded training, are available to support FUE.

(7) Assist TNGDEV to identify ammunition and consumables necessary to support AMT for forecasting or resourcing by the gaining command.

(8) Review AMT ammunition requirements semiannually with the gaining MACOMs.

(9) Provide training for multiservice systems or equipment for which the Army has been designated the NET manager. Training will be provided upon receipt of a statement of requirements and funding.

(10) For multiservice systems or items of equipment managed by other military departments, the responsible Army MATDEV will—

(a) In coordination with the Army TNGDEV, identify training needs and ensure the lead military department includes the requirement in the appropriate training plan.

(b) Program and budget the Army portion of NET unless the lead military department is required to fund.

(11) Assist TNGDEV in identifying MOS and AOC affected by NET. The affected MOS/AOC will be listed in the appropriate section of NETP.

(12) In coordination with the gaining command, submit rosters of personnel who received NET directly to Commander, PERSCOM, ATTN: TAPC-PLO, Alexandria, VA 22332–0400.

(13) Provide TNGDEV the first production or procurement item or system and peculiar support equipment to enable institutional training by the FUE date.

(14) In conjunction with TNGDEV, CBTDEV, or procuring agency, ensure NET and technical documentation and supporting training materials are provided to units conducting AWEs and ATDs.

(15) Co-Chair CTSWG meetings as necessary.

(16) Coordinate AMT policy issues with HQDA, ODCS, G–3 (DAMO-TR), WASH DC 20310–0400.

2–22. Commanding General, U.S. Army, Europe, and Seventh Army
The CG,USAREUR and Seventh Army, will—

a. Command the CMTC and schedule units for training at CMTC.

b. Train and evaluate assigned forces in accordance with this regulation and AR 140–1.

c. Review and provide input for updates of short-range unit training strategies in the CATS. Also, provide comments on long-range CATS.

d. Establish predeployment training requirements for Army units deploying to the U.S. European Command.

e. Support the JCS exercise program in accordance with AR 350–28.

f. Support AMT in accordance with this regulation.

g. Support ODT in accordance with AR 350–9.

h. Implement the Wartrace Program in accordance with AR 11–30.

i. Develop USAR training requirements for formal school training in coordination with MACOM commanders and the USARC for TPU members.

j. Program and budget resources needed for the operation of primary and basic level NCOES course.

2–23. Commanding General, Eighth U.S. Army
The CG, EUSA will—

a. Train and evaluate assigned forces, to include Army RC forces training in the EUSA area of responsibility (AOR), in accordance with this regulation.

b. Establish predeployment training requirements for units deploying into the EUSA AOR.

c. Support the JCS exercise program in accordance with AR 350–28.

d. Support ODT in accordance with AR 350–9.

e. Implement the Wartrace Program in accordance with AR 11–30.

f. Provide course quota control and monitor class input for NCOES courses conducted by NCOA located in respective AOR.

g. Program and budget resources for primary and basic level NCOES courses.

h. Coordinate with PERSCOM in developing AT requirements.

i. Command USAR TPUs in EUSA.

2–24. Commanding General, U.S. Army, Pacific
The CG, USARPAC, will—

a. Train and evaluate assigned forces in accordance with this regulation, AR 140–1, and AR 140–10.

b. Establish predeployment training requirements for units deploying to USARPAC.

c. Support the JCS Exercise Program in accordance with AR 350–28.

d. Support ODT in accordance with AR 350–9.

e. Implement Wartrace Program in accordance with AR 11–30.

f. Command USAR TPUs and reinforcement training units in USARPAC.

g. Provide training opportunities through the Mobilization Readiness Training Program for soldiers of IRR.

h. Establish training and evaluation programs for USAR units without an applicable mission training plan.

i. Provide quota control policy and monitor class input for active Army NCOES courses conducted by USARPAC NCOAs and for the USAR TASS School Battalions.

j. Coordinate with PERSCOM to develop NCOES AT requirements for units in Hawaii and Alaska.

k. Program and budget resources for operation of primary and basic level NCOES courses.

2–25. Commanding General, U.S. Army, South
The CG, USARSO, will—

a. Train and evaluate assigned forces in accordance with this regulation.

b. Establish predeployment training requirements for units deploying into the USARSO AOR.

c. Support the JCS Exercise Program in accordance with AR 350–28.

d. Support ODT in accordance with AR 350–9.

e. Implement Wartrace Program in accordance with AR 11–30.

f. Provide course quota control and monitor class input for NCOES courses conducted by NCOA located in USARSO AOR.

g. Program and budget resources for primary and basic level NCOES courses.

h. Coordinate with PERSCOM in developing AT requirements.

2–26. Chief of Engineers and Headquarters, U.S. Army Corps of Engineers

The Chief of Engineers and Headquarters, U.S. Army Corps of Engineers (HQ, USACE), will—

a. Exercise HQDA responsibility for engineer training and identify strategies and resources for engineer training.

b. Exercise HQDA responsibility for functional aspects of officer, warrant officer, enlisted, and civilian engineer specialist training.

c. Develop and coordinate the Army's position on joint engineer training.

d. Provide technical advice and assistance to the Army Staff (ARSTAF) pertaining to facilities and military engineering real estate and topographic individual and unit training.

e. Designate a HQDA Program Coordinator for Army Training Facilities who will serve as a voting member on the RTLP Requirements Prioritization Board, and the Configuration Control Board.

f. Coordinate with the TNGDEV, MATDEV, and MACOMs to identify MCA requirements to support AMT, and ensure the Facilities Support Plan supports scheduled fielding of materiel systems.

g. Provide representation at HQDA, CTSWG, meetings.

h. Develop and conduct training for civil works programs and for military programs assigned as USACE support functions.

2–27. Commanding General, U.S. Army Medical Command

The CG, U.S. Army Medical Command (MEDCOM), will—

a. Exercise HQDA responsibility on matters pertaining to medical training.

b. Train and evaluate medical personnel for worldwide deployment in accordance with this regulation and AR 10–87.

c. Establish training requirements and develop products to support training in medical units on soldier, leader, and collective tasks.

d. Support ODT in accordance with AR 350–9.

e. Execute the systematic and progressive education of AMEDD soldiers and civilian personnel in the health services field and—

(1) Establish NCOES courses to provide job proficiency training of all AMEDD enlisted soldiers.

(2) Monitor BNCOC and Advanced Noncommissioned Officers Course (ANCOC) quota utilization (class input) for courses conducted at AMEDD schools.

(3) Monitor class input for courses for which TSG is the proponent and ensure:

(4) Appropriate prerequisites for enrollment are established.

(5) Nonresident AMEDD NCOES courses are established and maintained.

(6) Conduct NCOA instructional programs at the AMEDDC&S under TSG-approved POI.

(7) Monitor class input and NCOES instruction quality control.

f. Program and budget for TDY-and-return travel related to AMEDD basic NCOES. The U.S. Army Health Professional Support Agency will program and budget for AMEDD personnel to attend PLDC training.

g. Act as the Army's MATDEV, CBTDEV, and TNGDEV for medical materiel systems.

2–28. Commanding General, U.S. Army Intelligence and Security Command

The CG, INSCOM, will—

a. Plan and conduct training and evaluation in accordance with this regulation, AR l40-l, and AR 10–87.

b. Exercise HQDA responsibility for the REDTRAIN program in accordance with AR 350–3.

c. Exercise HQDA responsibility for the foreign materiel training portion of the OPFOR Program in accordance with AR 350–2.

2–29. Commanding General, U.S. Army Criminal Investigation Command; Commanding General, U.S. Military District of Washington and Commanding General, Military Traffic Management Command

a. The CG, USACIDC; CG, U.S. Military District of Washington; and Commanding General, Military Traffic Management Command, will train and evaluate assigned forces in accordance with this regulation and AR 10–87.

b. The CG, USACIDC, will operate the U.S. Army Criminal Investigation Laboratory at Fort Gillem, GA, to administer and manage the training and professional development of all USACIDC Laboratory technicians.

2–30. Commanding General, U.S. Army Special Operations Command
The CG, USASOC, will—

a. Train and evaluate assigned forces for worldwide deployment in accordance with this regulation, AR 140–1, and AR 10–87.

b. Establish training requirements and develop products to support training in special operations units on soldier, leader, and collective tasks.

c. Support the JCS exercise program in accordance with AR 350–28.

d. Support AMT in accordance with this regulation.

e. Support ODT in accordance with AR 350–9.

f. Implement Wartrace Program in accordance with AR 11–30.

g. Exercise HQDA responsibility for Code of Conduct and SERE training.

2–31. Commanding General, U.S. Total Army Personnel Command
Under the General Staff supervision of the HQDA, DCS, G–1, the CG, PERSCOM, will—

a. Act as the principal agent for the HQDA, ODCS, G–1, in determining active duty peacetime and mobilization training requirements.

b. Manage the flow of personnel into Army schools and training centers.

c. Select personnel to attend Army schools, non-Army schools, and training centers.

d. Assign active duty officers to OBCs and CCCs (except officers within the AMEDD, Chaplain Corps, and JAGC).

e. Manage the Civil Schooling Program.

f. Coordinate with HQDA, ODCS, G–3, to develop active Army training requirements for specialized skill and professional military education courses.

g. Review NETPs and DETPs for personnel requirements and shortfalls and coordinate with HQDA, ODCS, G–1, providing comments and recommended solutions to MATDEVs and TNGDEVs as appropriate.

h. Manage the OCS program.

i. Provide administrative support for the ROTC and NDCC programs; manage branch and basic entry specialty selection and ADT selection programs for ROTC graduates.

j. Host the annual Branch Officer Basic Course Scheduling Conference.

k. Validate training requirements for functional training courses for active duty personnel.

l. Manage warrant officer candidate accessions and schedule attendance at WOCS and WOBC. Manage quotas and schedule active duty WO attendance at WOAC, WOSC, and WOSSC. Select and assign warrant officers to serve as WOCS tactical officers.

m. Determine annual resident PLDC, BNCOC, and ANCOC training requirements.

n. Coordinate the AT requirements for PLDC, BNCOC, and ANCOC with the MACOM commanders.

o. Schedule active duty soldiers to attend BNCOC and ANCOC.

p. Support the SMC selection system and manage active duty quotas and class input for the SMC.

q. Develop policy governing the Academic Evaluation Reporting System (AERS) for officer and enlisted students.

r. Exercise responsibility for AR 611–6 and—

(1) Develop personnel management systems and procedures for the Army Linguist Program.

(2) Coordinate with the HQDA, ODCS, G–2, and users to manage the career program for WOs and enlisted linguist personnel.

s. Develop, coordinate, and issue technical and regulatory guidance concerning management of the ALC and APT programs.

Section III
Proponent School Commandants and Commanders

2–32. Commandants and commanders of major Army command schools
Commandants and commanders of major Army command schools will—

a. Develop and maintain mission-oriented training strategies, programs, and doctrine-based instructional materials for which they are the proponent.

b. Establish requirements for procurement, maintenance, and operation of adequate housing, academic buildings, equipment, training areas, other authorized facilities, and training support products.

c. Develop, review, and validate training support requirements and products. Develop STRAPs to define training strategies and training support requirements.

d. Review and evaluate new or revised doctrine, tactics, techniques, and procedures prepared by other Army agencies, other services, and other nations.

e. Prepare and provide training products to include: course management plans, course administrative material, supporting POIs and TSPs, ITPs, and other materials needed to support training strategies.

f. Provide training support to the ROTC, NDCC programs, Army units and organizations, and other training activities, as directed.

g. Support training and leadership research.

h. Provide training to students of other nations in accordance with AR 12–15. Maintain security of training information in accordance with AR 380–5 and 380–10.

i. Develop and implement the Student Performance Measurement and Testing Program.

(1) Establish testing requirements and determine the type of test to accomplish the purpose for testing.

(2) Design, develop, and use criterion-referenced performance-based tests to measure student competency in accomplishing the objectives of task-based training.

(3) Develop a student evaluation plan for each training course.

j. Furnish personnel, funds, facilities, and other resources in support of Army school training requirements, and furnish subject matter expert support for developing materiel system and system training support products.

k. Schedule classes, distribute consolidated class schedules, and adjust training loads to meet changing requirements, capabilities, and budgetary considerations.

l. Evaluate the quality of training, effectiveness of graduates, and the appropriateness of training support materials.

m. Conduct long-range planning to forecast training needs, identify resource requirements, and program and budget resources.

n. Assist TRADOC to identify individual tasks required for leaders and principal staff positions, and apply doctrine and Army mission changes to institutional and unit training.

o. Develop ACCP materials within assigned functional areas of responsibility.

p. Report completion of resident courses attended by enlisted soldiers through the ATRRS to the Army/American Council on Education Registry Transcript System Operations Center, ATTN: TAPC-PDE-A, 415 McPherson Avenue, Fort Leavenworth, KS 66027–1373.

(1) Data should be reported for soldiers who completed courses on or after 1 October 1981.

(2) Academic verification will show course completion, the associated college credits, or the recommended college credits.

q. Ensure that copies of current POIs for resident courses are provided to: American Council on Education, Center for Adult Learning and Educational Credentials; ATTN: Military Evaluations; 1 Dupont Circle; Washington, DC 20036–1193. The POIs to be evaluated for college credit will include the designated ATRRS course numbers.

r. Use proponent-provided training materials and products.

s. Consider the use of existing schools and courses within other services before establishing a new course or school.

t. Biennially review all military career management field career models for potential change.

u. Develop individual proficiency training, which will result in the award of the appropriate military occupational identifier (AOC, ASI, LIC, MOS, SQI, and SI).

v. Provide training that is not available elsewhere, or that can be accomplished more economically than in units, other Army installations, or civilian institutions.

w. Provide administrative and logistical support of staff, faculty, units, and other personnel assigned to the school for duty.

x. Provide POIs and TSPs for implementation by TASS organizations.

y. Prepare ITPs, which include mobilization plans.

z. Prepare and review literature for Army-wide distribution.

aa. Provide training in accordance with approved branch proponent POIs. Exceptions are as stated in para 2–33 of this regulation.

ab. Develop an instructor certification program for instructors teaching MOS reclassification and for small group instructors teaching leader development courses.

ac. Provide homosexual conduct policy training in all professional military education courses.

2–33. Approval responsibilities for programs of instruction at special schools
Responsibilities concerning POI approval at special schools include—

a. Approval authority for Defense Information School POI rests with the Office of the Assistant Secretary of Defense (Public Affairs).

b. Approval authority for AMEDD courses rests with TSG for new courses and course changes that would require additional resources or modify course prerequisites, purpose, or length. Approval authority rests with the Commander, AMEDDC&S, for other AMEDD course POIs.

c. The Commandant, TJAGSA approves POIs for legal education courses.

d. The Commandant, USAWC, develops Army War College curriculum and forwards it to HQDA, ODCS, G–3, 400

Army Pentagon, ATTN: DAMO-TR, Washington, DC 20310–0400 for review. The Commandant, USAWC, and the CG, TRADOC, coordinate the curriculum to ensure that the education program is consistent with officer education system (OES) objectives.

e. The CG, USACIDC, supervises the Army crime laboratory system in accordance with AR 195–2 and—

(1) Operates the Criminal Investigation Laboratory.

(2) Approves the POI for courses offered by the Laboratory.

(3) In coordination with PERSCOM, approves military applications for Laboratory attendance. (AR 195–3 governs acceptance for crime laboratory training).

(4) In coordination with MACOMs, approves civilian applications for Laboratory attendance.

f. The CG, AMC, approves POIs for AMC schools.

g. The President, NDU, approves the curriculum for NDU colleges and institutes.

h. The Commandant, DLIFLC—

(1) Approves POIs for foreign language training.

(2) Controls foreign language training POIs except for those of the service Academies, the National Cryptologic School, and USASOC.

(3) Exercises the responsibilities assigned by AR 350–20 and evaluates the Army Linguist Program and use of language tests; coordinates and provides information to the services on the use of foreign language tests and testing procedures; and programs and budgets for the development of language aptitude and proficiency tests for use throughout DOD.

i. The CG, USACE, approves POIs for training provided by the USACE Professional Development Support Center.

2–34. Other major commanders, unit commanders, and leaders

a. Installation, division, State Adjutants General, and USAR major command commanders will implement TASS by: assigning missions; developing training guidance and master training plans; allocating the necessary resources to effectively implement these plans; evaluating the conduct of training; reducing training detractors; reducing personnel and unit turbulence; and providing subordinate commanders maximum time to train. The Army-wide Standardization Program, SATS, and, when appropriate, other techniques such as scheduling prime training time or cyclical periods for training and support will be employed to improve training.

b. Brigade-level commanders will provide training guidance; set training objectives; suballocate resources; reduce training detractors and personnel and unit turbulence; and evaluate training.

c. Battalion-level commanders are the principal training managers and will develop, coordinate, implement, supervise, and evaluate performance-oriented training programs within the guidance and resources provided by higher headquarters; develop specific training objectives to correct training deficiencies; reduce training detractors and personnel and unit turbulence; and coordinate resources for subordinate units.

d. Company-level commanders are the primary trainers. As such, they assist the training managers in developing training plans, and prepare and execute the training program.

e. Noncommissioned officers are the principal trainers of individual soldiers. Each NCO (and junior officer) must be capable of performing every task required of his or her immediate subordinates and understand the relationship between individual job requirements, soldiers manuals, and job books.

f. All commanders and leaders will—

(1) Ensure soldiers train and maintain required Soldier's Manual task proficiency.

(2) Continually assess military and civilian individual, unit, and organizational training status; provide timely feedback to subordinates; and make appropriate adjustments to the training program.

(3) Develop junior officers and NCOs to attain that level of professionalism required for currently assigned duties, and to increase their skills for subsequent duties.

(4) Ensure that, consistent with individual duty and unit mission requirements, civilian and military subordinates are given opportunities for professional development through available education programs supplemented by unit and organizational programs.

(5) Ensure the training program includes preparation for overseas movement, and that soldiers and units can deploy and fight as combined arms teams.

(6) Provide feedback to higher headquarters and the institutional training base by recommending improvements to existing training doctrine, literature, and training techniques.

(7) Insist that all training be performance oriented and designed to correct weaknesses and maintain strengths.

(8) Conduct continuous individual and collective training throughout the training year.

(9) Identify and reduce training detractors.

(10) Implement TASS, and ensure that management tools such as the SATS, Training Ammunition Management System, and the Training Ammunition Management Information System are used.

(11) Implement CMT within their commands.

Chapter 3
The Army Institutional Training and Education System

Section I
Introduction

3–1. Description
ALCs are the principal sources of training and education for all Army personnel.

3–2. Training proponents
These would include TRADOC schools and colleges, USAJFKSWC&S, and AMEDDC&S) and would perform the following:

a. Develop courses based on established training and education goals and objectives as well as the duties, responsibilities, and missions their graduates will be assigned.

b. Develop, evaluate, and train leader, technical, and tactical tasks that focus on missions for the size or type units to which graduates will be assigned.

c. Provide progressive and sequential training.

d. Provide personnel serving at the same organizational level with training consisting of the same tasks, conditions, and standards.

e. Provide leader, technical, and tactical training that affords soldiers and DA civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.

Section II
Administration

3–3. Course information
a. Information concerning Army training courses is available through the ATRRS, established by AR 350–10 under direction of the HQDA, ODCS, G–1. ATRRS is a centralized management database of individual training courses taught by and for Army personnel. It is available through interactive terminals at Army training MACOMs, agencies, and schools. ATRRS provides the capability to monitor the individual training program for all courses taught by Army schools.

b. ARPRINT generated by ATRRS provides all formal courses of instruction conducted by or for Army military personnel. ARPRINT includes training courses conducted by MACOMs, other services, nonmilitary schools, and foreign military services.

c. Department of the Army Pam 351–4 is an ATRRS-based catalog of formal courses offered by -Army schools and training centers. The pamphlet provides—

(1) General course descriptions and information concerning course prerequisites, special administrative requirements, frequency of training, and training locations.

(2) Descriptions of interservice training courses and DOD courses for Army personnel.

3–4. Training locations
a. Resident training will be conducted at centralized training sites that have the necessary facilities and equipment to support all TASS training requirements (for example, active duty Army schools and training centers). Priority for conducting resident training will be determined by the training proponent.

b. To minimize resident training, off-site training (distance learning) will be conducted at locations that have the resources needed to support the target population for the training. Off-site training may be delivered in distance-learning classrooms, at the unit, at the organization, in ALCs, or at home.

c. The Army School System training battalions are authorized to teach courses which are supported by TATS courseware.

d. Proponent schools or responsible HQDA officials approve all waivers for class size, instructor-to-student ratios, and instructor qualification requirements. Telephonic coordination followed up by a memorandum requesting a waiver is required for all waiver requests.

3–5. Conduct of instruction
a. Small group instruction (SGI) is the preferred method of conducting resident training in all leader development courses except OBC.

(1) Officer Candidate School and WOCS commandants may use SGI methodology as permitted by local resources.

(2) Small group leader-to-student ratios range from 1:12 to 1:16, with the exception of PLDC that is conducted at 1:6 to 1:8. As an exception, manpower survey data may validate a larger or smaller group size because of equipment, facilities, availability of certified instructors, or other factors.

b. Small group instruction shifts the teaching methodology from "what to think" to "how to think." This type of instruction places responsibility on the student through group participation and assignments as discussion leaders. Small group instruction—

(1) Improves the learning environment by increasing interaction between and among students and the small group leader who serves as a leadership mentor, role model, and training facilitator for students throughout the course.

(2) Facilitates counseling, coaching, and team building.

(3) Enables instructors and students to share experiences and lessons learned.

(4) Fosters long-term professional relationships.

(5) Encourages instructor tactical and technical competence.

(6) Fosters self-learning through group participation.

(7) Improves student communicative skills.

c. Courses comprise leader, technical, and tactical tasks and supporting skills and knowledge that soldiers or civilians must perform to accomplish their duty position requirements. Training and education tasks will reflect the reality of operational environments.

d. Conditions for conducting and evaluating training will approximate operational environments for projected peacetime and wartime missions.

e. Performance standards will equal requirements for successful performance of tasks and related missions in projected operational environments. Standards will include requirements for students to recognize and respond to situational and condition changes by planning and executing doctrine-based initiatives within the commander's intent to accomplish the assigned mission.

f. Training environments will enhance learning, encourage student initiative, and require students to demonstrate high levels of discipline. The environment must be well defined, enforce standards, and maintain a steady focus on preparing students to lead subordinates during training, maintenance, deployment, sustained operations, and redeployment.

g. Instructional materials, facilities, and equipment will be used to support realistic training scenarios. When used, TADSS will be up-to-date, available in adequate quantities, and maintained in safe and fully operable condition. Training facilities will be maintained to ensure proper training occurs under safe conditions. Tasks that must be performed in the field should be trained in the field, or in a simulated field environment.

h. Requests for exceptions to policy or for changes in training standards established by the training proponent will be addressed to the proponent.

i. Graduation or course-completion requirements will comply with the student evaluation plan prepared for each course.

3–6. Eligibility

a. The following categories of personnel are eligible to attend Army schools and DOD schools operated by the Army:

(1) Army military and civilian personnel who meet course criteria and prerequisites.

(2) Military personnel of other services and civilian personnel of other military departments who meet course criteria and prerequisites.

(3) Military and civilian personnel from other nations—

(a) When taking part in the security assistance program.

(b) When such training is determined to be in the best interest of the United States.

(4) Personnel employed by non-DOD government agencies and local and State government agencies, on a space available and reimbursable basis, unless otherwise specified by formal agreement or directive.

(5) Industrial or research organization personnel under contract to the Government when such training—

(a) Is not otherwise available.

(b) Is essential for fulfillment of the contract.

(6) Qualified service academy and ROTC cadets and midshipmen.

(7) Foreign civilian personnel by special arrangement.

(8) Family members may attend or audit Army courses of instruction on a space available basis. Approval must be obtained from the school commandant and will be based on the following conditions—

(a) Family members being assigned to high terrorist threat areas may attend the USAJFKSWC&S Individual Terrorism Awareness Course. Spouses of commander and command sergeant major designees selected for attendance at the Precommand Course (PCC) or the Command Sergeants Major Course (CSMC), respectively, may attend courses with their spouses at HQDA expense.

(b) No additional expense will be incurred by the Army because the family member is in attendance, except as stated above.

(c) The training or education is not available at a civilian training or education facility within a reasonable commuting distance (50 miles or less) of the family member's residence.

(d) Family members of another service student attending Army schools will be charged user fees consistent with the provisions of DFAS-IN REG 37–1.

b. The PERSCOM will maintain a list of active duty officers eligible for attendance at Army, joint, and other services' schools and colleges for which they may not apply personally. Assignments to these schools will be monitored to ensure an order of precedence for attendance is maintained and the most highly qualified officers attend in the proper sequence of their career pattern.

c. Army officers will be selected for attendance at the following institutions—

(1) Joint colleges, including—

(a) NWC.

(b) The Industrial College of the Armed Forces (ICAF).

(c) Armed Forces Staff College.

(2) Army service colleges, including—

(a) USAWC.

(b) Command and General Staff College (CGSC).

(c) AMSC.

(3) Other courses, including—

(a) Inter-American Defense College.

(b) Basic courses.

(c) Captains Career Course.

(d) Certain functional courses.

(e) Schools and colleges of other services.

(f) SONs.

(g) Selected DOD schools.

d. Officers will complete CCC Phase II as a prerequisite for attendance at any course that produces a military education level (MEL) code 4.

e. Graduates of one resident U.S. service college are not eligible to attend an equivalent-level resident course at another U.S. service college.

f. Army graduates of the resident Air Command and Staff College, the Naval College of Command and Staff, or the Marine Corps Command and Staff College will not be selected to attend any of the following—

(1) Air War College.

(2) College of Naval Warfare.

(3) Marine Corps War College.

(4) Equal-level foreign military schools.

g. Students normally enroll in school courses through the ATRRS. Schools will not enroll soldiers outside the ATRRS process without the approval of appropriate authorities in the soldiers' chain of command. School commandants and commanders will ensure that soldiers enrolled in training meet all course prerequisites, are in compliance with Army standards, and are provided a school welcome packet that identifies individual equipment and materials needed for course attendance. Soldiers who report for training and have not met all course prerequisites will be returned to their units.

h. Students must satisfactorily complete all mandatory requirements identified in the student evaluation plan to graduate from the course. Commanders will ensure students are exempt from all other duties.

3–7. Incurred obligations

a. Attendance at service schools will conform with stability guidelines. The PERSCOM may direct early termination or extension of military duty tours to accommodate school assignments.

b. Graduates of service schools and colleges normally will complete an intervening tour of non-student duty before attending another service school or college.

c. Officers attending military schooling incur service obligations in accordance with AR 135–91 and AR 350–100.

d. Warrant officer obligations are governed by AR 350–100.

e. The following are service obligations for NCOES graduates:

(1) Active Army soldiers who attend an NCOES course incur service obligations in accordance with AR 614–200. Soldiers selected to attend an NCOES course who do not have sufficient time in service (TIS) remaining on their enlistment must extend their term of enlistment or reenlist in accordance with AR 614–200 prior to departure for the course.

(2) Soldiers serving on their second or subsequent enlistment who are selected for an NCOES course but who do not have sufficient TIS remaining and decide neither to extend their term of enlistment nor reenlist to meet the TIS criteria will be required to complete a Declination of Continued Service Statement (DA Form 4991–R) in accordance with AR 601–280.

(3) Personnel in the USAR must reenlist or extend their current enlistment to satisfy the 2-year service-remaining obligation in accordance with AR 135–200.

(4) Personnel in the ARNG must reenlist or extend their current enlistment to satisfy the two-year service-remaining obligation.

f. Active Army soldiers must have a minimum of 12 months TIS remaining after graduation to attend the First Sergeant Course (FSC) and the Battle Staff Noncommissioned Officers Course (BSNCOC). Army National Guard soldiers must have a minimum of 24 months in service remaining after graduation to attend the FSC and BSNCOC courses.

g. Civilian personnel attending Army or other DOD component military and civilian training or civil schooling incur continued service obligations in accordance with AR 690–400.

3–8. Selection of soldiers and civilian personnel for training and education

Selection of soldiers for leader training and education courses is linked to promotions, future assignments, and career management models. Selection of civilian personnel for leader development and education courses is linked to performance in current assignments, to professional and career development and progression, to ACTEDS plans and career management models, and to future assignments. Selection for functional and specialty courses is linked to operational assignments that require skills and knowledge not trained in the OES, Warrant Officer Education System (WOES), NCOES, or ACTEDS courses, as applicable. Prerequisites for TASS courses are in DA Pam 351–4 and DA Pam 351–20, the ATRRS, and the RDL, and frequently on the respective school's homepage.

a. Personnel centers automatically consider officers for leader training, education, and development courses as they reach appropriate grade-based career phases of their career management models.

b. Except as stated otherwise, selection boards convened by HQDA will select active duty officers to attend the intermediate-level schools and colleges listed below. The respective branches will nominate officers of the AMEDD, Chaplain Corps, and JAGC to attend these schools and colleges based on quotas determined by HQDA. The CNGB will select ARNG officers and the CAR will select USAR officers not included in the active Army end-strength to attend the schools and colleges based on quotas provided by HQDA. Intermediate-level schools and colleges are—

(1) U.S. Army, Command and General Staff College.

(2) Air Command and Staff College.

(3) Marine Corps Command and Staff College.

(4) Naval College of Command and Staff.

(5) U.S. Army School of the Americas.

(6) Foreign equivalent schools approved by HQDA, ODCS, G–3 (DAMO-SS).

c. The HQDA Senior Service College (SSC) Selection Board will select active duty officers and civilian employees to attend SSCs and fellowships on a best-qualified basis. The CNGB and the CAR will select ARNG and USAR officers, respectively. The DOD SSCs are—

(1) USAWC.

(2) NWC.

(3) ICAF.

(4) Air War College.

(5) College of Naval Warfare.

(6) Marine Corps War College.

(7) SSC Fellowships.

(8) Foreign equivalent schools approved by HQDA, ODCS, G–3 (DAMO-SS).

d. Officers may apply for either of the following:

(1) Specialized schools when interest or aptitude is a factor in selection or when attendance is restricted to volunteers.

(2) Courses that provide training on tasks and the supporting knowledge, skills, and experience require for a duty assignment or specialty under provisions of the Officer Personnel Management System.

e. Upon announcement of a change in assignment, general officers (GO) will be scheduled for a series of transitional briefings at the HQDA and MACOM levels. The briefing schedule will provide newly assigned GOs with insights into their new positions. The General Officer Management Office (GOMO), schedules the briefings and provides the coordination necessary to effect this training.

f. Upon completion of WOCS, new warrant officers are contingently appointed to WO1 and attend WOBC as a final part of the warrant officer certification process. Personnel centers schedule warrant officers to attend the WOAC,

WOSC, and WOSSC in the same fiscal year that they are selected for promotion to Chief Warrant Officer (CW) CW3, CW4, and CW5, respectively.

g. The NCOES is a functional component of the EPMS. Under the EPMS, the training of qualified NCOs is ensured through a combination of centralized management by PERSCOM (TAPC-EPT-FN) and decentralized management by field commands. Selection for NCOES leader development courses represents a considerable resource investment by the Army. It is an excellent career opportunity and advantage for selected individuals. Therefore, individuals will be selected for these courses in accordance with the following guidelines:

(1) Individuals must meet course prerequisites and have demonstrated high levels of performance, mental capacity, aptitude, and self-discipline that clearly indicate potential for continued development.

(2) Individuals must be fully qualified to perform tasks at their current skill level, be recommended by their chain of command, have their personal and financial affairs in order, have required clothing and equipment, and be mentally and physically prepared for all course requirements.

h. Enlisted soldiers who have been selected for promotion and are performing in, or pending assignment to, duty positions for which the training is designed will be scheduled to attend NCOES courses. Attendance will be on a priority basis as allocations become available. The following training priorities ensure that the NCOES meets the needs of the Army and the development needs of the NCO:

(1) The first priority is for soldiers who have been selected for promotion and are performing in duty positions for which the training is established.

(2) The second priority is for soldiers who have been selected for promotion and are pending assignment to a duty position in their primary MOS for which the training is established.

i. Unit commanders select specialists (SPC) for promotion to sergeant (SGT). This selection serves as notification for attendance at PLDC. Individuals are placed on the Order Of Merit List (OML), which governs the timing for course attendance in accordance with the priorities described in paragraph 3–45b of this regulation.

j. Soldiers recommended for promotion to staff sergeant (SSG) will be automatically added to the BNCOC Automated Reservation System to be considered for attendance to BNCOC. The Commander, PERSCOM will maintain a worldwide OML and schedule these soldiers for BNCOC.

k. A math pretest (commonly known as the BNCOC math test) must be successfully completed before attending courses 11C and 12B. The pretest should be administered at the soldier's home station by the servicing AEC with geographic responsibility. Tests should be administered early enough to allow those that fail sufficient time to enroll in math-related remedial instruction at the AEC.

l. The PERSCOM centrally manages Active Army soldier selection for, and schedules attendance at, the ANCOCs and the SMC.

m. Unit commanders select and submit requests through command channels for soldiers to attend FSC and BSNCOC. Centralized school managers at the installation, division, or MACOM approve requests and input information into ATRRS for the classes for which their headquarters have received allocations from HQDA.

n. Reserve Component commanders use the same criteria as the Active Army to select and schedule soldiers to attend NCOES courses.

(1) Within ARNG, only soldiers selected for promotion, or those who must become qualified at their current grade to be eligible to attend the next level of NCOES will attend NCOES courses. Priorities are established by DA Pam 351–4 and selectees must meet the course prerequisites and standards outlined in the pamphlet.

(2) The CNGB selects and schedules ARNG soldiers to attend the SMC. The Director, Full Time Support Management Directorate selects and schedules USAR AGR soldiers. The Commander, ARPERSCOM, selects and sche

(3) The HQDA central selection board also selects USAR soldiers to attend BNCOC and ANCOC.

(4) State Adjutants General; commanders of major subordinate commands; and the Commander, ARPERSCOM, will select and schedule RC soldiers for all other NCOES dules IMA and IRR soldiers. A HQDA central selection board selects all other USAR soldiers. courses.

3–9. Physical fitness and height and weight requirements for military institutional training

Policy governing the Army Physical Fitness Program is in chapter 1. Chapter 4 provides guidance for physical fitness training in units. This paragraph provides policy concerning physical fitness and height and weight standards applicable to institutional training.

a. Soldiers attending institutional training courses must meet the height and weight standards in AR 600–9 and the physical fitness standards of this regulation.

b. Within 72 hours of enrollment, soldiers must take and pass a APFT (standard or approved alternate) administered at the schools for the following functional and professional development courses: PLDC, BNCOC, ANCOC, (for RC BNCOC/ANCOC Phase I Common Leader Training only), BSNCOC, FSC, Sergeants Major Non Resident Course, CSMC, WOCS, WOAC, WOSC, and OCS. Soldiers enrolling in WOCS or OCS must take and pass the standard three-event APFT as an enrollment requirement; the alternate APFT is not authorized. Soldiers failing this initial APFT will be considered ineligible for enrollment in OCS and WOCS training. For OCS, soldiers will be allowed one retest with a subsequent class. Soldiers failing the second APFT will be considered ineligible and must reapply for OCS selection.

For WOCS, one retest will be provided within 7 days after the failure. Soldiers failing the retest will be considered disqualified for enrollment and will receive a nonacademic dismissal for failure to meet APFT standards.

c. The CG, TRADOC, will recommend physical fitness standards for entry into drill sergeant, airborne, and ranger courses; Special Forces assessment and selection, and other schools requiring separate physical fitness standards to HQDA, ODCS, G–3, for review and approval. Soldiers who fail to meet these standards will be denied enrollment and returned to their unit of assignment.

d. Soldiers attending other professional development courses not mentioned in paragraph 3–8*b* of this regulation, in either a PCS or TDY status (for example: the SMC, CCC, CGSC, USAWC, and any other resident courses 8 weeks or longer) must take and pass the APFT to graduate. This includes RC in AT, ADT, and/or IDT status. Those who fail to pass the standard or approved alternate APFT will not graduate. Other courses and all resident courses not mentioned that are fewer than 8 weeks may require passing the APFT for graduation with HQDA, ODCS, G–3 (DAMO-TR), approval. The APFT requirement is waived for personnel whose profile prevents them from taking the APFT or alternate APFT during the course (for example, pregnant soldiers). The requirements outlined in paragraph 3–8*b* and this paragraph do not apply to schools conducting MOS reclassification courses. The MOS reclassification courses are designed for reclassification purposes only and have non-MOS specific common core tasks deleted by the proponent. Soldiers attending reclassification courses have completed IET and do not need to repeat basic soldier training.

e. Members of other military departments must meet their service's physical fitness standards when attending an Army course of instruction, except for specialized courses such as airborne, ranger, and Special Forces courses where they will be required to meet the same standard as soldiers attending those courses.

f. Physical fitness and weight standards do not apply to civilian personnel and foreign students. These students may participate in physical fitness programs on a voluntary basis. Failure to achieve the minimum passing score on the physical fitness test will not be noted on the academic report, but voluntary participation and passing test scores may be noted.

g. Personnel who do not meet height and weight standards are not authorized to attend professional development schools. Soldiers who do not meet fitness standards are not eligible to attend courses identified in paragraph 3–8*b*. Soldiers scheduled to attend professional development schools will be screened prior to departing their home stations or losing commands. The soldiers' height and weight, the word "pass" if they are within standards, and the date of the last successful APFT will be recorded on their TDY orders or on their PCS packet. Soldiers who exceed established weight standards or who failed to achieve minimum passing standards on their last APFT will not be allowed to depart their command until the unit commander determines they meet height and weight and physical fitness standards.

h. When soldiers attend other professional development courses not mentioned in paragraph 3–8*b*, in either a PCS or TDY status (for example, SMC, CCC, CGSC, USAWC, and any other resident courses) school commandants and commanders will weight students prior to course enrollment. Students who exceed established body composition standards will not be enrolled and will be processed in accordance with AR 600–9 and paragraph 3–9 of this regulation.

i. Reserve Component soldiers attending training during the inactive duty phase will take the initial APFT within 72 hours of enrollment. If the soldier fails this initial APFT, then the soldier will be provided one retest not earlier than day six nor later than day seven of the POI after the initial APFT. If the soldier fails the retest, then the soldier will receive nonacademic dismissal for failure to meet APFT standards.

3–10. Enrollment denials for failure to meet height and weight requirements and nonacademic dismissal for failure to meet APFT standards

School commandants and commanders will take the following actions for soldiers denied enrollment for failing to meet height and weight standards and nonacademic dismissal for failure to meet APFT standards:

a. Active Army soldiers.

(1) Soldiers in TDY and return status will be returned immediately to their unit of assignment. Commandants and commanders will immediately send a memorandum to the soldier's unit commander that addresses the soldier's denied enrollment or nonacademic dismissal. The unit commander will initiate actions to include flagging and removing the soldier from HQDA selection lists and local order of merit lists, as applicable.

(2) Soldiers in a TDY enroute status will be attached to the installation pending clarification of assignment instructions for the follow-on assignment. The school commandant will notify PERSCOM of the soldier's ineligibility for schooling and request clarification of assignment instructions. The gaining unit commander will initiate actions to include flagging and removing the soldier from HQDA selection lists and local order of merit lists, as applicable. The losing command will reimburse the gaining command for all travel related costs incurred for the purpose of training in conjunction with a PCS.

(3) Soldiers in a PCS status will be attached to the installation pending assignment instructions. The school commandant or commander will notify PERSCOM of the soldier's ineligibility for training and request assignment instructions. The school commandant or commander will initiate actions to include flagging and removing the soldier from HQDA selection lists and local order of merit lists, as applicable.

b. Army National Guard.

(1) Title 32 and Title 10 AGR soldiers in TDY and return status will return to their home stations. School commandants and commanders will forward a memorandum addressing all Title 32 soldiers' enrollment denial or nonacademic dismissal to the Adjutants General of the states concerned. Commandants and commanders will forward a memorandum for Title 10 AGR soldiers, to the CNGB, ATTN: NGB-ARZ-T.

(2) Title 32 soldiers in a TDY enroute status will immediately return to their home stations. School commandants and commanders will forward a memorandum addressing the soldiers' enrollment denial or non-academic dismissal to the Adjutants General of the states concerned. Title 10 AGR soldiers will proceed to their next permanent duty station. School commandants and commanders will forward a memorandum to the CNGB, ATTN: NGB-ARP-T.

(3) Title 32 AGR soldiers in PCS status will return immediately to their home stations. School commandants and commanders will forward a memorandum addressing the soldiers' enrollment denial or non-academic dismissal to the Adjutants General of the states concerned. Title 10 AGR soldiers will be attached to the Office of the Senior ARNG Advisor at the installation pending receipt of assignment instructions from NGB-ARZ-T.

c. U.S. Army Reserve.

(1) Soldiers in TDY and return status will return to their home stations. School commandants and commanders will forward memorandums addressing enrollment denial or non-academic dismissal of USAR Title 10 AGR soldiers, to the Commander, ARPERSCOM, ATTN: ARPC-ARO (for officers) or ARPC-ARE (for enlisted soldiers) and to the first general officer in the soldier's chain of command. Commandants and commanders will forward a memorandum to the first general officer in the chain of command of USAR TPU soldiers. Commandants and commanders will forward the memorandum to the Commander, ARPERSCOM, ATTN: ARPC-OP (officers) or ARPC-EP (enlisted soldiers), for IMA and IRR soldiers.

(2) Those Title 10 AGR soldiers in a TDY en route status will proceed to their next permanent duty station. Commandants and commanders will forward a memorandum to the Commander, ARPERSCOM, ATTN: ARPC-ARO (officers) or ARPC-ARE (enlisted soldiers). In addition, commandants and commanders will immediately notify the soldier's gaining organization.

(3) Commandants and commanders will immediately report soldiers in PCS status who are denied enrollment to the Commander, ARPERSCOM, ATTN: ARPC-ARO (officers) or ARPC-ARE (enlisted soldiers), as available for assignment. Soldiers will be attached to the Office of the Senior USAR Advisor at the installation pending receipt of assignment instructions.

d. School commandants and commanders will report all Active Army, except JAGC and AMEDD, enrollment denials and removal actions electronically to Commander, PERSCOM, ATTN: TAPC-(appropriate career branch). Enrollment denials for JAGC and AMEDD courses will be reported to TJAG and TSG, respectively. Provide the following information for all denials:

(1) Name and grade.

(2) Social Security number.

(3) Date of denial or removal.

(4) A brief synopsis of the reason for denial or removal.

3–11. Physical profiles

a. Soldiers with temporary profiles that prevent full participation in a TDY course will be removed from school attendance consideration by their immediate commander until the temporary profile is removed.

b. Soldiers with a permanent designator of "2" in the physical profile must include a copy of DA Form 3349 (Physical Profile) as part of the course application. They will be eligible to attend appropriate courses and train within the limits of their profile provided they can meet course graduation requirements.

c. Soldiers with a permanent designator of "3" or "4" in their physical profile must include a copy of DA Form 3349 and the results of their Military Medical Review Board (MMRB) as part of the course application. Soldiers who have been before a MMRB, awarded medical limitations, and allowed to retain their occupational classification will be eligible to attend appropriate courses and train within the limits of their profile provided they can meet course graduation requirements.

d. Soldiers receiving temporary or permanent physical profiles limitations after enrolling in resident training courses will be evaluated by school commandants and commanders for continued enrollment. Soldiers who—

(1) Have met, or will be able to meet graduation requirements, will continue to be trained within the limits of their profile.

(2) Are unable to meet graduation requirements will be returned to their units and may, if eligible, be enrolled in a later course.

3–12. Course credit

a. Individuals may qualify for the following types of course credit:

(1) Constructive credit may be granted in lieu of course attendance based on duty-assignment history and past academic experiences. Individuals must possess the same skills and qualifications as course graduates.

(2) Equivalent credit may be granted in lieu of course attendance based on assignment as a course faculty member. Individuals must possess the same skills and qualifications as course graduates.

b. Personnel awarded constructive or equivalent course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned.

c. Requests for credit will include an outline of the individual's prior leadership and technical training and experiences with supporting documentation attached to DA Form 4187 (Personnel Action). Individuals will submit the request through command channels and through the course proponent for approval by the appropriate personnel command, as follows:

(1) Active Army: Commander, PERSCOM, ATTN: TAPC-OPB-D (officer and warrant officer courses) or TAPC-EPT-FN (NCOES courses).

(2) U.S. Army Reserve: CAR, ATTN: DAAR-OP-T.

(3) Army National Guard: CNGB, ATTN: NGB-ART-I (officer and warrant officer courses) or NGB-ARP-E (NCOES courses).

d. Noncommissioned officers promoted to their current rank prior to 1 October 1992 are considered qualified in the NCOES course commensurate with that rank. Soldiers promoted to the rank of Sergeant Major before 1 October 1992 and appointed as Command Sergeants Major after 1 October 1992 must complete SMC.

e. Individuals will be granted credit for successfully completing institutional training conducted either through a TASS training battalion, a proponent resident school, or distance learning when the conditions listed below are met. Course-completion documentation in individuals' records will not identify how instruction is presented or learning acquired.

(1) Instructors are proponent certified.

(2) Proponent-developed, -certified, and -approved TATS courseware is used. Reserve Component soldiers will receive credit for successfully completing proponent developed, certified, and approved courses using Reserve Component Configured Courseware until TATS courseware is fielded.

3–13. Training evaluation and quality assurance

a. Army training and education evaluation and quality-assurance programs apply to training courses, products, and institutions. Through the systematic collection and analysis of user feedback concerning the effectiveness of training, these programs provide a foundation for assessing performance deficiencies and identifying successful initiatives.

b. Training and training development proponents will conduct evaluations to:

(1) Verify that the training development process results in training materials that reflect current doctrine, organizational structures, and materiel systems.

(2) Assess the capabilities of course graduates to do the tasks they were trained to do.

(3) Evaluate the effectiveness of their training products.

3–14. Accreditation programs

Army schools will be accredited in accordance with this regulation, CJSI 1800.01, and accreditations provided by civilian educational institutions.

3–15. Postcourse evaluation and training records

a. Each student will be afforded the opportunity to submit an evaluation of the course upon completing the training.

b. Individual-student training records will be maintained for at least 12 months after the completion of training. These records will include—

(1) Academic evaluation sheets.

(2) Student observation reports.

(3) Counseling records.

(4) Leadership position evaluations.

(5) APFT results.

(6) Other student performance evaluations.

(7) Academic Evaluation Report (AER) (DA Form 1059/–1/–2).

c. No entry will be made on student training records that indicates the course was taken in residence or by distance learning.

3–16. Student recognition

Student recognition, other than for precommissioning training where policy is prescribed by AR 1451, will be governed as follows:

a. Diplomas or certificates of completion will be issued to all students on successful completion of courses listed in the ATRRS. The issuance of diplomas to ROTC cadets is governed by policies of the respective colleges and universities.

(1) Diplomas and certificates will include the student's full name, grade, and complete course or phase title.

(2) Diplomas and certificates issued will not reflect "nonresident," "Reserve Component," or other similar remarks, to preclude resident courses or courses taught at Active Army schools from being recognized more favorably than other courses.

(3) Certificates of equivalent knowledge may be issued, at the discretion of the appropriate school commandant or commander, to other military personnel when the required level of knowledge has been demonstrated based on tests or other appropriate means.

(4) Course completion will be recorded in military and civilian personnel records in accordance with AR 600–8–104 and AR 690–400.

(5) DA Form 87 (Certificate of Training) will be issued in original copy only to soldiers who successfully complete BNCOC (Phase I), ANCOC (Phase I), and CCC (Phase I). Soldiers who complete BNCOC (Phase II), ANCOC (Phase II), and CCC (Phase II) will be issued diplomas. (See para 3–26 for CCC exceptions.)

(6) No certificate will be issued for individuals failing to achieve course completion requirements.

(7) Certificates of completion may be awarded to military and civilian students of other nations receiving training in accordance with AR 12–15.

b. For AMEDD functional and NCOES courses, the TASS regions will report graduation data in accordance with the timelines established in ATRRS policies and regulations. The AMEDDC&S will determine the modules, sub-courses, and tasks completed and prepare diplomas or certificates of completion, as appropriate.

c. Schools conducting AIT, OSUT, or occupational reclassification training will certify those tasks successfully completed by the student using DA Form 5286 (Individual Training Record, Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT).

d. Course credit and retirement points, as established by AR 140–1 and AR 140–185, will be awarded RC personnel for successful course completion.

e. The American Council on Education (ACE) evaluates resident and nonresident service school courses in terms of academic credit. Soldiers (in accordance with AR 621–5) and civilian employees seeking academic recognition for service school courses will furnish documents specified in the ACE guide to the civilian school from which they want credit. AR 621–5 also requires that eligible soldiers receive transcripts documenting their military training and experience, along with the recommended college credit, in accordance with the Army/American Council on Education Registry Transcript System. Army Education Center personnel will assist soldiers in obtaining recognition for non-traditional learning from civilian schools. Civilian schools determine ACE credit recommendations and the number of hours to be credited.

3–17. Academic Evaluation Report

a. Army students completing leader training, education, and development courses will be evaluated in accordance with AR 623–1, using the appropriate AER form for service school, civilian institution, or SSC (DA Form 1059 (Service School Academic Evaluation Report), DA Form 1059–1 (Civilian Institution Academic Evaluation Report), or DA Form 1059–2 (Senior Service College Academic Evaluation Report), respectively).

(1) The AER provides a qualitative and quantitative assessment of student's abilities. Therefore, input is required from all instructors and evaluators who have had professional contact with the student.

(2) Entries will reflect the student's performance and potential for absorbing higher levels of training, education, and development and performing more complex duties with greater responsibilities. School commandants and commanders will ensure the objectivity and accuracy of AER ratings and supporting comments. Standard computer generated entries are not authorized. Comments on DA Form 1059s will match those found on the soldier's developmental counseling form.

(3) Graduates will be provided a copy of their AER.

b. Military students of other nations will be evaluated in accordance with AR 12–15.

c. The AER will not be issued to CCC students until completion of both phases. (See para 3–26 for exceptions.)

d. Civilian students completing course work and programs other than leader development courses will be evaluated on forms and by methods approved by each institution. Evaluations will be used as input to the student's official performance rating in accordance with approved performance plan objectives during the rating period that the training occurred.

3–18. Student dismissal

a. Under certain conditions, students may be dismissed from courses before course completion. To protect students from unfair, illegal, or prejudicial practices, school commandants and commanders will publish policies and establish procedures to determine if students should be dismissed from training.

b. Students may be considered for dismissal from courses for the following reasons:

(1) Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court

or by a commander under Article 15 of the Uniform Code of Military Justice (UCMJ) is necessary to support dismissal under this paragraph.

(2) Negative attitude or lack of motivation is prejudicial to the interests of other students in the class.

(3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation.

(4) Failure to pass the APFT or maintain body composition fat standards.

(5) Illness or injury (as determined by a physician), or added physical profile limitation.

(6) Compassionate reasons.

c. In establishing student dismissal procedures:

(1) Ensure fair and equitable processes to adjudicate individual cases.

(2) Adhere to Army policies and standards.

(3) Inform students of the course and training completion requirements prior to the start of the training and education.

(4) Obtain servicing OSJA review of dismissal procedures prior to promulgation.

d. Students being considered for dismissal must be counseled by the chain of command (usually the assigned trainer or small group leader, the course manager, and the school commandant or commander, or a designated representative who has direct responsibility for the course) prior to dismissal. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms will be maintained with the student's records. Additionally, the school commandant or designated representative will notify the commander of the student's parent unit or parent organization, when possible.

e. The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons:

(1) The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student that any appeal must be submitted within 7 duty days after receipt of the written notification of the dismissal action. Appeals will be submitted to the school commandant or commander.

(2) The student will acknowledge by endorsement within 2 duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action.

(a) Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting staff Judge Advocate's recommendation. In cases where a Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening Authority (GCMCA) for review and final decision.

(b) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals.

f. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical fitness or height and weight standards will be recorded on the individual's AER, if applicable, in accordance with AR 623–1.

(1) In accordance with AR 600–8–2, officers, warrant officers, and enlisted soldiers disenrolled for disciplinary reasons may be flagged. Enlisted soldiers disenrolled for misconduct may be barred from reenlistment in accordance with AR 601–280 and AR 140–111. Commanders may initiate separation proceedings in accordance with AR 635–200, AR 600–8–24, AR 135–175, and AR 135–178.

(2) Disenrollment for illness, injury, compassionate transfer, or other reasons beyond the control of the individual will be made without prejudice. The school commandant or commander will provide a written statement to the student's unit or organization stating the reason for termination and that the student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.

(3) Soldiers disenrolled from PLDC for disciplinary or motivational reasons will not be eligible for further NCOES training for a period of 6 months. Soldiers dismissed for failure to meet APFT standards or denied enrollment for failure to meet body composition standards may not reenter the course for a period of 6 months from the date of the dismissal or enrollment denial.

(4) Soldiers disenrolled from PLDC for academic deficiency may apply to reenter the course when both the unit commander and the school commandant determine that the student is prepared to complete the course. Soldiers disenrolled from BNCOC for other than compassionate or medical reasons may be reconsidered for course attendance once they reappear before the local promotion board. Soldiers disenrolled from ANCOC for other than compassionate or medical reasons may be reconsidered for course attendance by the HQDA selection board. Soldiers disenrolled from the U.S. Army Sergeants Major Academy (USASMA) for any reason other than compassionate or medical reasons will not be eligible to re-enter the course. The school commandant will notify the soldier's career management branch of the recommendation that the soldier be rescheduled for training for those courses where scheduling is accomplished by PERSCOM.

(5) Soldiers eliminated from NCOES who later re-enroll must take the complete course.

(6) Students dismissed from training for academic deficiency may be considered by their chain of command for retraining in their present occupational specialty or training for reclassification in another occupational specialty.

(7) Army National Guard soldiers eliminated from NCOES courses for other than compassionate or medical reasons may not attend another NCOES course unless selected by a subsequent promotion selection board.

(8) Army National Guard soldiers disenrolled from SMC may not re-enter the course.

g. The UCMJ does not apply to ARNG soldiers on full-time training duty under Title 32, U.S. Code. Accordingly, school commandants and commanders will forward an ARNG soldier's case to the state Adjutant General for appropriate disposition.

h. School commandants and commanders will ensure student records are complete and audit trails are maintained for all personnel actions.

i. School commandants and commanders will ensure student records are complete and that audit trails for all personnel actions are maintained.

j. School commandants and commanders will report all active duty Army NCO dismissals and enrollment denials to: CG, PERSCOM, ATTN: TAPC-EPT-FN, 200 Stovall Street, Alexandria, VA 22332–0400. Upon completion of the DA Form 1059, commandants and commanders will forward a copy electronically to the NCOES Branch, PERSCOM. The following information will be provided:

(1) Full name and current grade.

(2) Social Security Number.

(3) Date of enrollment denial or dismissal.

(4) Complete address of the student's unit of assignment.

(5) A brief synopsis of the reason(s) for enrollment denial/dismissal.

k. The school will make an appropriate ATRRS entry on all students dismissed from courses within three duty days of the day the dismissal is approved.

l. Dismissal of RC soldiers in IADT, ADT, and AGR status will be reported to the CAR for USAR soldiers, the CNGB for ARNG AGR Title 10 soldiers, and the appropriate state Adjutant General for other ARNG soldiers. If appropriate, school commandants and commanders shall coordinate with the CAR or the relevant state Adjutant General to ensure that the dismissed RC soldiers are properly released from active duty or full-time National Guard duty, as appropriate.

m. The Commandant, CGSC, will disenroll students from the nonresident CGSOC under the following conditions:

(1) Students transferred to inactive status unless they voluntarily request to continue participation in the course in accordance with AR 140–10.

(2) Students who resign or are discharged from the service.

(3) Students who become academic failures or who fail to complete the academic requirements of the course within 36 months. These students will be permanently disenrolled.

(4) Students found to have been enrolled based on false information regarding eligibility criteria.

(5) Students who fail to comply with the college's published ethical standards.

(6) Students who request disenrollment for compassionate reasons.

(7) Students who request disenrollment.

n. Students enrolled in the USAWC Distance Education Course may be disenrolled by the Commandant, USAWC. Normally, disenrolled students may not apply for re-enrollment or reinstatement, except as stated below. Students may be disenrolled—

(1) For cause.

(2) For academic failure or lack of academic progress. When a student falls behind in the course to the extent that, in the judgment of the commandant, there is insufficient time remaining before each summer resident phase to complete the year's work.

(3) At the student's request. Students will send requests for voluntary disenrollment directly to the Commandant, USAWC, Carlisle Barracks, PA 17013–5050.

o. A student who has been disenrolled from the USAWC Distance Education Course may be enrolled into another SSC program or may be reinstated at the USAWC Department of Distance Education only under the following circumstances:

(1) The student is applying for enrollment in another status, such as a civilian employee versus a military member.

(2) The student's original disenrollment was voluntary and not the result of a lack of academic progress, failure to maintain academic standards, or misconduct.

(3) The student receives no constructive credit for any previously completed work.

p. When dismissal of a military student of another nation is contemplated, a complete report will be submitted to the TRADOC Security Assistance Training Field Activity, Fort Monroe, VA 23651–5000. Final authority for dismissal of military students of other nations rests with the CG, TRADOC in accordance with AR 12–15.

3–19. Removal from selection lists

Soldiers and civilians may be removed from course selection lists for disciplinary reasons or substandard performance of duty. The following procedures apply :

a. Removal action may be initiated by any commander in the individual's chain of command.

b. A removal action must contain a statement that the individual has been—

(1) Notified in writing of the proposed action.

(2) Informed of the consequences of removal.

(3) Afforded a reasonable period of time (generally not fewer than 5 duty days after receipt of the notification) in which to submit a rebuttal.

c. The decision concerning removal action will be made by an officer exercising GCMCA over the soldier after that officer has considered any timely submitted rebuttal.

d. The unit of assignment will report approved removal actions on active duty personnel to PERSCOM, ATTN: TAPC (appropriate career branch), 2461 Eisenhower Avenue, Alexandria, VA 22331–0400. Report USAR removals to Commander, ARPERSCOM, ATTN: ARPC (appropriate career branch), 9700 Page Ave., St. Louis, MO 63132–5200. Report ARNG removals to CNGB, ATTN: NGB-ARP, 111 S. George Mason Dr., Arlington, VA 20244–1382, and the respective state Adjutant General. The following information will be provided by electronic means:

(1) Name and grade.

(2) Social Security number.

(3) The list from which the soldier is removed and the date of removal.

(4) A brief synopsis of the reason(s) for removal.

e. Removal actions for civilians will be decided by the commander of the employee's parent organization.

3–20. Deferment

Soldiers and civilian employees selected to attend courses will attend the class for which selected, unless deferred by the selection authority. There are three categories of deferment: compassionate, medical, and operational. Civilians will follow procedures applicable to the specific course and local procedures to request deferment. Soldier requests for deferment under each category will be processed in the following manner:

a. Compassionate deferment—

(1) Soldiers selected to attend NCOES courses in a TDY-enroute-to-PCS status who request deferment for compassionate or emergency reasons will submit the request and supporting information through command channels to PERSCOM, ATTN: TAPC (appropriate career branch), 2461 Eisenhower Ave., Alexandria, VA 22331–0400. Warrant officers selected to attend WOES courses will submit requests for deferment to PERSCOM, ATTN: TAPC-OPW-D.

(2) Requests for compassionate deferment for soldiers attending ANCOC or BNCOC courses in TDY-and-return status will be submitted through command channels to PERSCOM, ATTN: TAPC (appropriate career branch) for ANCOC or TAPC-EPT-FN for BNCOC.

(3) Requests for deferment for active duty personnel selected to attend the SMC will be submitted through command channels to PERSCOM, ATTN: TAPC-EPT-FN.

(4) Students enrolled in the Sergeant Major Nonresident Course may request deferment to a later class in the resident phase (see para 3–48) for emergency or medical reasons. Requests for deferment will be forwarded through command channels to the CNGB: NGB-ART-I or the CAR, as appropriate.

(5) Students enrolled in the USAWC Distance Education Course may be deferred for compassionate reasons from participating in the resident phase for exceptional circumstances. However, the student will be required to attend both resident phases the following year. Requests for deferment will be forwarded through command channels and through the Chairman, Department of Distance Education, USAWC, Carlisle Barracks, PA 17013–5050, and to—

(a) The Commander, PERSCOM, ATTN: TAPC-OPB-D, 200 Stovall Street, Alexandria, VA 22332–0400, for Active Army officers.

(b) Chief, National Guard Bureau (NGB), ATTN: NGB-ART-I, 111 South George Mason Drive, Arlington, VA 22204–1382, for ARNG officers.

(c) Chief, Army Reserve, ATTN: DAAR-PE-P, 2400 Army Pentagon Washington, DC 20310–2400, for USAR officers.

(6) Requests for compassionate deferment will be reviewed to determine if they meet the compassionate assignment criteria outlined in AR 614–200.

b. Medical deferment—

(7) Deferment for medical reasons may be requested when the individual's physical condition will not allow full participation in the selected course.

(8) Medical deferments will be processed following the procedures for enrollment denials outlined in paragraph 3–9. Soldiers receiving a medical deferment will be eligible for enrollment when the condition leading to the medical deferment no longer exists.

c. Operational deferment—

(1) Operational deferment will only be granted for unit deployments. Enlisted soldiers may be deferred one time for operational reasons by any commander in the grade of colonel or higher. The reason for deferment will be provided to PERSCOM, ATTN: TAPC-EPT-FN, 200 Stovall Street, Alexandria, VA 22332–0400, in accordance with instructions on the Standard Trainee Management System Roster Letter of Instruction.

(2) Subsequent requests for operational deferment must be fully justified by the first general officer in the chain of command and submitted directly to PERSCOM, ATTN: TAPC-EPT-FN. The request may be disapproved at any level in the MACOM chain of command.

(3) Officers may request operational deferment from the CGSOC and SSCs. Requests will be submitted through command channels to the CG, PERSCOM, ATTN: TAPC-OPB-D, for approval. The CG, PERSCOM can grant up to a one year deferment.

(4) Deferment requests for USAR personnel will be forwarded through command channels to the CAR, ATTN: DAAR-OE.

(5) Deferment requests for ARNG personnel will be forwarded through command channels to Chief, NGB, ATTN: NGB-ART-I, III South George Mason Drive, Arlington, VA 22204–1382.

3–21. Declinations
a. Declinations from WOES courses will not be favorably considered.

b. Declinations from NCOES courses will not be favorably considered for Active Army soldiers. Soldiers must submit a DA Form 4991–R in lieu of attending NCOES courses. In accordance with AR 635–200, soldiers selected to attend the SMC in conjunction with a PCS who decline to attend and who have more than 19 years and 6 months active Federal service must submit a retirement application within 30 days of notification of selection. The retirement date will be no later than 6 months from the date of notification of selection. Declination statements must be forwarded to PERSCOM, ATTN: TAPC-EPT-FN. Once a declination is received at PERSCOM, conditional promotions to SSG and sergeant first class (SFC) will be revoked. Additionally, the names of soldiers on the standing promotion list or the centralized promotion list who sign a declination statement will be removed from those lists.

c. Active Army officers declining the CGSOC or SSCs will forward statements of declination through their respective career branch to the CG, PERSCOM. The officers will be removed from any future consideration for the course.

d. Civilian employee, ARNG, and USAR declinations will be processed under procedures established by the ASA(M&RA), CNGB, and CAR, respectively.

3–22. Initial entry training
Initial entry training provides an orderly transition from civilian to military life. It is the beginning of the soldierization process and teaches soldiers the tasks and supporting skills and knowledge needed to perform duties at the first unit of assignment. Initial entry training produces technically and tactically competent soldiers who live by the Army's values and are prepared to take their place in the ranks of the Army. Initial entry training includes the OBC, Basic Combat Training (BCT), AIT, and OSUT which includes both BCT and AIT. Graduates of AIT or OSUT will meet the standards of AR 611–1, AR 600–9, and FM 21–20. Nonprior service RC personnel receive IADT as prescribed by AR 611–1.

Section III
Officer Training and Education

3–23. The Officer Education System
a. The goal of the OES is to produce a corps of leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience; are knowledgeable of how the Army runs; are prepared to operate in joint, integrated, and multinational environments; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; can build effective teams amid organizational and technological change; and can adapt to and solve problems creatively. Officer leader development is a continuous process that begins with precommissioning training and education.

(1) The OES prepares commissioned officers for increased responsibilities and successful performance at the next higher level. It provides precommissioning, branch, functional area, and leader-development training that prepares officers to lead platoon, company, battalion, and higher level organizations.

(2) The OES consists of branch-immaterial and branch-specific courses that provide progressive and sequential training throughout an officer's career. Regardless of branch affiliation or functional area, the common thread which ties all OES courses together is common-core training. Common-core training is approved by TRADOC and incorporated into OES courses.

b. The OES includes—

(1) Precommissioning training to qualify individuals to serve as officers.

(2) The OBC to provide officer initial entry and branch qualification training.

(3) The CCC to provide advanced branch-specific and branch-immaterial staff process training.

(4) The CGSOC to provide advanced branch, functional area, and branch-immaterial command and staff training.

(5) The USAWC to provide senior-level professional education and leader- development training.

(6) General officer training described in paragraph 3–34.

(7) Advanced civil schooling in appropriate disciplines and areas of concentration.

3–24. Officer education requirements

a. No officer above the grade of first lieutenant in the Active Army or Army Reserve, or Federally recognized above the grade of first lieutenant in the Army National Guard may be appointed, unless that person has been awarded a baccalaureate degree.

b. Officers are encouraged to earn a graduate degree. Requirements exist for officers with graduate degrees as determined by MACOMs and Army Personnel Proponents using the AERS or the AMEDD Commander's Requirements Review Process. If officers with appropriate degrees are not available to fill these requirements, qualified officers may receive Army-funded, post-graduate education to fill requirements in—

(1) A discipline that supports the officer's designated branch or functional area, or supports universal officer proficiencies.

(2) A discipline determined to be required by the AMEDD Commander's Requirements Review Process.

3–25. Commissioning programs

Commissioning programs educate and train cadets and officer candidates, assess their readiness and potential for commissioning as second lieutenants, and prepare them for progressive and continuing development. Precommissioning sources share a common goal that each graduate possess the character, leadership, integrity, and other attributes essential to a career of exemplary service to the nation. Responsibilities for the administration and coordination of programs leading to the commissioning of officers in the U.S. Army and ARNG are established in chapter 2 of this regulation. These programs are as follows—

a. The USMA provides a 4-year curriculum leading to a Bachelor of Science degree and commissioning as a second lieutenant. Selection for attendance is through various appointment programs. Policy guidance is contained in AR 351–17.

b. The ROTC program offers college students an opportunity for commissioning as second lieutenants through 2–, 3–, and 4–year curricula leading to a baccalaureate–level degree. Policy guidance is contained in AR 145–1.

c. The OCS is a branch-immaterial course that provides warrant officers and enlisted soldiers an opportunity to earn commissions as second lieutenants in the Active Army, USAR, and ARNG. Training takes place in a physically and mentally demanding, high-stress environment. The Federal OCS is conducted by the USAIS at Fort Benning, GA. The ARNG State OCS is conducted by the OCS battalion of arng leadership brigades/regiments organized under TASS. The OCS also provides a rapid expansion capability for officer training upon mobilization. The Commandant, USAIS, in coordination with the CNGB, will maintain the OCS POI.

(1) Policy guidance for the Federal OCS is contained in AR 351–5.

(2) Policy guidance for ARNG State OCS is contained in ARNG Regulations.

3–26. Officer basic courses

a. The OBCs are IET and are branch-specific qualification courses that provide newly commissioned officers an opportunity to learn the leadership, tactical, and technical tasks and supporting skills and knowledge required to lead platoon-sized units. The OBCs train newly commissioned lieutenants to—

(1) Prepare platoons, squads, teams, and their equipment for operational missions.

(2) Control, lead, supervise, discipline, train, and develop subordinate leaders.

(3) Care for subordinate leaders, soldiers, and their families.

(4) Plan, schedule, supervise, execute, assess, and assign responsibility for mission training.

(5) Plan, initiate, supervise, and assign responsibility for platoon-level personnel, administrative, and supply actions.

(6) Plan, supervise, assess, and assign responsibility for the safe use, maintenance, security, storage, and accountability of personal equipment and organizational equipment and materiel.

(7) Advise the commander on the status of platoon and squad training, discipline, equipment maintenance, and personnel readiness.

b. Officers will attend their branch OBC as soon as possible after commissioning.

(1) The CG, PERSCOM, the CNGB, and the Commander, ARPERSCOM may waive the requirement to attend the OBC based on either—

(a) Completion of similar courses of other services.

(b) Prior enlisted or WO experience.

(2) Requests for waivers will include a request for course credit in accordance with procedures explained in paragraph 3–11 of this regulation.

c. Graduates will be identified by award of MEL code 7.

3–27. Captains career courses

The CCC are two-phased courses providing captains an opportunity to learn the leader, tactical, and technical tasks and supporting skills and knowledge needed to lead company-size units and serve on battalion and brigade staffs. The first CCC phase includes common core and branch-specific tactical and technical instruction. The second phase includes branch-immaterial staff process professional development training.

a. During the first phase of CCC instruction, captains learn to—

(1) Establish and maintain a disciplined command climate that—

(a) Has defined, publicized, and enforced standards.

(b) Has defined duties and fixed responsibilities for all assigned leaders and soldiers.

(c) Provides fair and equal treatment and opportunities for leaders and soldiers with different education, experience, proficiency levels, ethnic backgrounds, and gender.

(d) Encourages initiative, self-discipline, learning, and individual or team performance.

(e) Requires leaders and soldiers to accept responsibilities, accomplish assigned tasks, and perform their duties to standard.

(2) Execute the unit's assigned missions and—

(a) Plan, resource, schedule, assign responsibility, supervise, execute, and evaluate short-range, near-term, and long-range actions that progressively accomplish requirements relevant to the company's preparation for known and anticipated missions.

(b) Lead, assist, advise, and supervise subordinate leaders as they prepare platoons, squads, teams, and organizational and individual equipment for their defined role in the company's mission.

(c) Train and prepare subordinate leaders for mission related duties, protect them from outside interference, and focus their actions and efforts on attaining and sustaining the required levels of mission readiness.

(3) Command, control, lead, supervise, discipline, train, and develop subordinates and care for their families.

(4) Develop the unit METL and training plan. Schedule, resource, supervise, execute, and evaluate company and sub-unit individual and collective training.

(5) Plan, supervise, and evaluate unit leader training and development, and personnel, administration, supply, maintenance, safety, and security actions.

(6) Plan, supervise, and evaluate the safe use, maintenance, security, storage, and accountability of unit equipment and materiel.

(7) Administer the UCMJ at the company level.

(8) Advise the battalion level commander and staff on the status of company, platoon, and squad level training, equipment maintenance, and personnel (readiness, discipline, and needs).

b. The second phase of CCC is branch-immaterial staff process training. Using battalion, brigade, division, and installation scenarios involving single service, joint service, and combined environments, captains learn to function as staff officers by analyzing and solving military problems, communicating, and interacting as members of a staff. Through a broadened understanding of Army operations, organizations, and procedures, students complete scenario-based exercises emphasizing the processes of problem analysis, solution development, and staff officer coordination. The CCC exercises involve realistic problems related to training, mobilization, staff planning for unit deployment, and combat operations.

(1) Attendance is mandatory for all officers, except for those in selected branches for whom attendance requirements are determined by their branch proponents.

(2) Students attending this phase of CCC training at the Combined Arms and Services Staff School, Fort Leavenworth, KS, will do so in a TDY status.

(3) Resident attendance is mandatory for AGR captains with fewer than 13 years of commissioned service who were not enrolled in or have not completed CGSOC, or its equivalent, as of 1 October 1986.

c. Active Army and AGR officers normally will attend their branch-specific phase of CCC—

(1) As soon as practical after promotion to captain.

(2) As soon as possible after completing 4 years of active Federal commissioned service (AFCS).

d. RC officers may enroll in the CCC upon completion of OBC. They must enroll prior to completing eight years of commissioned service. Those who desire to enroll subsequent to this time require a waiver by the unit commander, or by the Commander, ARPERSCOM for IRR members.

(1) RC officers must satisfy the following prerequisites for enrollment into the CCC:

(a) Be a commissioned officer in the grade of first lieutenant or captain who has completed or received completion credit for the OBC.

(b) Meet the standards of AR 140–1, AR 600–9, and this regulation.

(c) Must not have completed or received credit for the branch-specific phase of CCC.

(2) The first phase of CCC for RC officers may take up to two TATS training years to complete. The CCC instruction is phased for RC officers to receive—

(a) Most common core and some branch-specific instruction, as well as a staff process diagnostic examination in a nonresident mode.

(b) Branch-specific training in 2 weeks of ADT.

(c) Staff process training in 8 IDT periods and 2 weeks ADT.

e. Officers do not receive CCC credit until both phases are successfully completed. Branch commandants will award MEL code 6 upon successful completion of branch-specific CCC training. Upon successful completion of staff process training, branch commandants will award MEL code N to denote CCC completion. This procedure accounts for those students authorized delays between phases, special branch officers not required to attend staff process training to achieve branch qualification, and RC officers who complete the two phases in different training years.

f. The CCC diplomas will be awarded upon successful completion of both required phases. As exceptions, the following officers will receive diplomas at the conclusion of branch-specific training:

(1) Special branch officers not required to attend staff process training to achieve branch qualification.

(2) International military students (IMS) and U.S. sister service officers who are not authorized to attend staff process training.

g. Because of the small group instruction structure, no more than two IMS will be included in each small group. As an exception, a third IMS may be included if the student is from a HQDA-exempted country. Identification of HQDA-exempted countries may be requested from the TRADOC SATFA.

h. Officers who receive constructive completion credit for CCC will not attend the resident course. Such officers may attend a different branch-specific portion of CCC if required for branch transfer. Branch transfers require successful completion of training specified by the proponent school and are approved by the appropriate component's personnel command.

i. Officers of branches other than the JAGC who have received credit for completing their branch-specific phase of CCC, are graduates of an accredited law school, have been admitted to the bar of the Federal court or the highest court of a state, and who intend to transfer to the JAGC may enroll in the Reserve Component Judge Advocate Officer Basic Correspondence Course (RCJAOBC). Guidance on these matters is available from the Assistant Chief (Reserve Component Management), Personnel, Plans, and Training Office, 1777 North Kent Street, 10th Floor, Rosslyn, VA 22209–2194, or the Correspondence Course Office, The Judge Advocate General's School, ATTN: JAGS-AON-C, Charlottesville, VA 22903–1781.

j. The HQDA, DCS, G–3, may waive completion of CCC if-

(1) The officer's branch commandant certifies the officer's branch technical skills at the captain level.

(2) The PERSCOM awards constructive credit for the branch-immaterial phase of CCC.

k. Enrollments in the CCC will be scheduled by and entered into the ATRRS.

3–28. Command and General Staff Officer Course

The CGSOC educates and trains selected officers in the values and attitudes of the profession of arms and in the conduct of military operations in peace and war. The CGSOC prepares officers for duty as field grade commanders and staff officers, primarily at brigade, division, and corps echelons. Additional skill qualification as a strategist, joint planner, historian, or space operations officer is available through the advanced application programs. Officers have the opportunity to further develop their intellectual depth and analytic ability through intensive research that leads to the Master of Military Arts and Science degree.

a. Active Army officers are considered for attendance at CGSOC in residence at Fort Leavenworth, KS, during an eligibility window that opens upon selection for major and extends through four subsequent, consecutive, selection board considerations. Attendance usually occurs between the 10th and 15th year of commissioned service.

b. The nonresident CGSOC is equivalent to the resident course for satisfying career schooling requirements. It is presented in two formats and must be completed within 36 months of enrollment.

(1) The corresponding studies "S" format is organized into four sequential phases consisting of a number of modules or subcourses. Each module or subcourse is a self-contained block of instruction containing one or more examinations graded by the CGSC Directorate of NonResident Studies (DNRS). Several modules or subcourses require submission of written requirements that are graded based on established objective criteria.

(2) The "M" format is presented in TASS training battalions at teaching locations throughout the world. This option is also organized into four sequential phases with modules or subcourses corresponding to those in the "S" format. Each module or subcourse contains written requirements and one or more examinations. Many of the requirements are graded by the TASS training battalions that report grades to the DNRS.

c. Requirements for RC officers to enroll in the CGSOC are found in AR 135–155.

d. Active Army warrant officers and enlisted soldiers with a reserve commission (dual component control group) may enroll, but must attend the ADT phases either at their own expense or on TDY if their headquarters will fund this training. Enrollment requirements are listed in DA Pams 351–20 and 351–4.

e. Department of the Army civilians, GS–11 or above, whose duties require knowledge of the course subject matter may enroll in the nonresident "S" format course. The application for enrollment must be accompanied by a memorandum of recommendation from the applicant's senior rating official. Defense contractors are not eligible to enroll.

f. Requests by international military personnel who meet eligibility requirements to enroll in or audit the nonresident course must be processed through the Security Assistance Office of the country concerned to HQ, TRADOC, ATTN: ATFA, Fort Monroe, VA 23651–1047.

g. The CGSOC graduates are identified by MEL code 4.

3–29. Advanced Military Studies Program

a. The Advanced Military Studies Program (AMSP) provides advanced education in military arts and science for selected CGSOC graduates. The school emphasizes planning and executing campaigns at the tactical, operational, and strategic levels of war. This specialized training is followed by a mandatory 18 month internship as a division or corps staff officer.

b. The AMSP prepares officers to plan and conduct future operations across the wide range of military operations. Successful completion of the AMSP curriculum leads to award of a Military Arts and Sciences Degree. Following graduation, students complete the final part of the program by serving on a division or corps staff or in an operational staff position designated by the Commander, USASOC.

3–30. Advanced Operational Arts Studies Fellowship

AOASF is the capstone School of Advanced Military Studies Course. The AOASF is a 2-year SSC-level course that prepares operational planners for assignment to unified commands. The fellowship includes graduate-level college courses, visits to unified command headquarters, and practical exercises in campaign planning. Graduates of the AOASF are identified by award of MEL code 1.

3–31. Precommand courses

Brigade and battalion-level command selectees will attend one or more of the following PCC prior to assuming command.

a. The branch-specific PCC provides instruction at the officer's branch school. It focuses on tactical and technical aspects of command. Attendance is mandatory for all command designees of table of organization and equipment and IET units.

b. The branch-immaterial PCC is conducted by the CGSC School for Command Preparation. Attendance is mandatory for all Active Army command designees and RC designees on a seat availability basis. The course focuses on providing up-to-date information on Army policies, programs, and the following items of special interest:

(1) Leader development.

(2) Training management.

(3) Doctrine.

(4) Command team seminar.

(5) Equal opportunity.

(6) Safety and risk management.

(7) Antiterrorism and force protection.

c. The Tactical Commanders Development Program (TCDP) is attended by selected command designees following branch-immaterial PCC and consists of two courses:

(1) The Tactical Commanders Development Course provides training on the synchronization of combat and combat support functions during offensive and defensive operations. Instruction includes—

(a) Battlefield synchronization.

(b) Intelligence Preparation of the Battlefield planning.

(c) Course of action analysis.

(d) Commander's concept.

(e) Mission analysis.

(f) Computer wargaming.

(2) The Battle Commanders Development Course is attended by maneuver commanders only. It provides situation-based training for—

(a) Command decisionmaking process.

(b) Commander's estimate.

(c) Battle command.

(d) Tactical vignettes and simulations.

d. The TRADOC PCC prepares IET brigade and battalion command designees and CSM designees for assignments to BCT, AIT, or OSUT organizations. Additionally, IET command designees attend both their branch-specific PCC and the branch-immaterial PCC.

(1) Active Army command designees attend prior to assuming command.

(2) Command designees of the USAR are encouraged to attend within 1 year of assuming command.

(3) Designees assuming non-IET TRADOC commands attend the branch-immaterial and branch-specific PCCs only.

e. The Garrison PCC, taught at Ft. Belvoir, VA, is attended by colonels and lieutenant colonels (as well as selected civilian executive assistants) centrally selected to command garrisons, area support groups, and base support battalions. The Garrison PCC focuses on installation, MACOM, and HQDA-level command, leadership, and management issues and relationships. The curriculum focuses on existing and emerging issues affecting and influenced by people, resources, facilities, logistics, organizations, and doctrine. It includes—

(1) Civilian personnel management.

(2) Labor relations and partnerships.

(3) Appropriated and nonappropriated funds financial management.

(4) Facilities and infrastructure management.

(5) Environmental management.

(6) Mobilization and deployment operations.

(7) National, state, and local government interactions.

(8) Media relations.

(9) Application of the army performance improvement criteria.

(10) Morale, welfare, and recreation activities.

f. The U. S. Army Corps of Engineers PCC, conducted by HQ, USACE, Washington, DC, prepares officers to command USACE Divisions and Districts. Attendance is mandatory for all District command designees and recommended for all Division command designees who have not commanded in USACE. The curriculum focuses on the business processes key to successful command in USACE. It includes-

(1) USACE Fundamentals of the Organization and its Environment

(2) The project management business process.

(3) Civil works project delivery.

(4) Military programs project delivery.

(5) USACE worldwide operations.

(6) Equal employment opportunity fundamentals.

(7) Civilian personnel management and labor relations.

(8) Resource management in a project-funded organization.

(9) Real estate and regulatory mission overview.

(10) Congressional relations.

(11) Public affairs and media awareness.

(12) USACE contingency operations (includes response to natural disasters).

3–32. Senior Service colleges

a. The resident SSCs listed in paragraph 3–7*c* are at the same military educational level and lead to award of MEL code 1.

b. Officers are eligible for attendance for these colleges and fellowships after being promoted to lieutenant colonel (LTC) through their 23rd year of service. Promotion list service determines years of service for Regular Army (RA) officers (except AMEDD). AFSC is the governing factor for AMEDD officers and for other-than-RA officers.

c. Civilians are eligible to request nomination and attend selected SSCs in accordance with requirements in the Army Civilian Training, Education, and Development System Training Catalog, and as part of the Defense Leadership and Management Program.

3–33. U.S. Army War College

The capstone of professional military education is offered by the various SSCs. The Army's SSC is the USAWC at Carlisle Barracks, PA. The USAWC prepares selected military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations; educates students on employment of the U.S. Army as part of a unified, joint, or multi-national force in support of the national military strategy; researches operational and strategic issues; and conducts outreach programs that benefit the nation. The USAWC conducts both a resident and a distant education course. Students of the USAWC Distance Education Course are identified by award of MEL code 1 upon completion of the Midcourse Resident Phase. To achieve its objectives, the USAWC—

a. Conducts resident, nonresident, and other educational programs to enable military, civilian, and international leaders to—

(1) Distinguish the characteristics of strategic-level leadership.

(2) Manage change by applying resources to the process for translating strategy into force requirements and capabilities.

(3) Advise on the role of the military, in concert with other elements of national power, in formulating national security strategy.

(4) Analyze threats and other factors which affect U.S. interests.

(5) Apply strategic thought to the U.S. national security decision-making process.

(6) Develop theater strategies, estimates, and campaign plans to employ unified and multinational forces.

(7) Synthesize critical elements of warfare at the strategic and operational levels.

b. Conducts additional related educational courses, programs, and seminars.

c. Conducts an International Fellows Program for selected senior officers of foreign nations.

d. Maintains close and continuing working relationships with TRADOC and HQDA, ODCS, G–3, to ensure synchronization of OES goals.

e. Maintains liaison with other elements of the military education system and civilian educators.

3–34. Schools of other nations

a. The HQDA, ODCS, G–3 (DAMO-SS), is the proponent for the SON program. The objective of the SON program is to develop closer U.S. Army/foreign army relationships by placing U.S. Army board-selected officers in foreign command and staff colleges and in war or national defense colleges that have been accredited as equivalent to the CGSOC for MEL code 4 and USAWC for MEL code 1.

b. Accreditation of a foreign school is granted by the HQDA, DCS, G–3, based upon review of the school's curriculum by the faculty of CGSOC or USAWC as appropriate. The HQDA, ODCS, G–3, (DAMO-SS) reviews and coordinates requests for accreditation of foreign military schools.

c. The annual PERSCOM message announcing the CGSC or SSC selection board will contain a listing of the foreign schools for which the board will select qualified students to. (See appendix D.) The announcement of the CGSC or SSC Selection Board results will list the foreign schools and the officers selected to attend them.

d. Officers selected to attend a foreign school will be assigned to the U.S. Army Student Detachment, Fort Jackson, SC, and be attached to the U.S. Army Attaché (ARMA) in the host country for supervision and local administration. The ARMA serves as the country SON administrator.

e. Officers attending a school conducted in a foreign language will receive foreign language incentive pay, provided they have taken the foreign language test within the preceding 12 months for the language in which they are studying, and meet FLIP requirements. (See AR 611–6.)

3–35. General officer training

a. The scope of responsibilities incurred in GO positions requires post-War College training and individualized professional development. The GO continuing education program has three components: orientation and mandatory training, executive development, and interassignment transitions. They are described below .

(1) The orientation and mandatory training component provides information on current high- priority Army and DOD policies, programs, plans and problems. The training includes—

(a) The Brigadier General's Orientation Conference is attended by all brigadier general designees within a few months of public announcement of selection by the President. The conference consists of a series of briefings and discussions by and with senior Army and DOD leaders. The agenda includes a tactical decision exercise and seminars on generalship. Spouses are encouraged to attend on a separate agenda.

(b) The Force Integration Course is conducted by the Army Force Management School throughout the year for GOs and SES personnel. The course focuses on "how the Army runs." It updates attendees on current policies and high priority programs and provides an overview of the workings of the ARSTAF.

(c) The Capstone Course is offered by NDU at Fort Lesley J. McNair, Washington, DC. Classes consist of small groups of Active Army and RC general and flag officers of the Armed Forces and the U.S. Coast Guard, selectees of the Central Intelligence Agency (CIA), and the State Department. The course enhances student understanding of the employment of U.S. forces in joint and combined warfare. It provides opportunities for personal interaction with the combatant commanders of the unified commands and other joint and combined military forces. Retired four-star flag officers assist each class as Senior Fellows to provide advice and guidance based on their perspectives and experience. Students travel throughout the U.S. and selected overseas areas (Pacific, Europe, Western Hemisphere/Central America/ South America). Officers should complete the course within approximately two years from confirmation of selection to brigadier general.

(d) An equal opportunity course for newly selected brigadier generals is offered by the Defense Equal Opportunity Management Institute (DEOMI) at Patrick Air Force Base (AFB), FL. The course should be completed within 1 year of confirmation of selection to brigadier general for Active Army general officers or within two years for RC general officers. The course is also mandatory training for every corps, division, and training center commander prior to taking command.

(2) Executive development courses offer education and training in areas of relevance to a wide range of GO and SES positions. These courses are—

(a) An executive leadership development course designed for brigadier generals and other selectees. Offered at a

number of civilian institutions in the U.S. and overseas, the course affords attendees an opportunity to interface with contemporaries from the civilian sector. A similar course, Leadership at the Peak, is offered to major generals and above. These courses improve leadership skills, increase self-awareness through regular feedback, develop measurable goals, and stimulate further personal and career growth.

(b) Executive Management Courses and the Advanced Management Program under which selected GOs attend functional courses at civilian institutions. The program aids professional development in specific fields of study and serves as a means of keeping GOs abreast of developments in their fields. The training is geared toward specific grade levels and corresponds to the civilian sector.

(3) Interassignment transitions provide specific skills and knowledge required by GOs to function effectively in their next assignment.

(a) Selected GOs attend functional technical courses designed to prepare them for certain positions and include the—

    1. Joint Senior Theater Battle Commander Course.
    2. Systems Acquisition Management Course.
    3. General Officer Legal Orientation.
    4. Antiterrorist Driving Course.
    5. Defense Institute of Security Assistance Management Executive course.
    6. Joint Senior Psychological Operations Course.
    7. Joint Forces Air Component Commander Course.
    8. Army Communication Workshop.

(b) Upon announcement of a change in general officer assignments, the GOMO will contact the individuals concerned to schedule a series of transitional briefings. The briefings are designed to provide general officers with insights into their new positions. The GOMO schedules the briefings and provides the coordination necessary to effect this training. Briefings may be provided by joint and ARSTAF agencies and PERSCOM. Congressional, CIA, and State Department visits and orientations are also available.

(c) The General Officer Installation Command Course is mandatory training for installation commanders, deputy installation commanders, and MACOM staff principals with installation responsibilities within 120 days of taking their positions. This course is jointly conducted by the AMSC and the Army Community and Family Support Center. Course topics include: civilian personnel, labor relations, appropriated and nonappropriated funds, relations with civilian governments, media relations, facilities and infrastructure, environment, and morale, welfare, and recreation.

(d) The General Officer Update Program provides selected GOs the background and update information necessary to prepare them for pending assignments to international or joint command and staff positions.

(e) The Joint Flag Officers Warfighting Course prepares selected general and flag officers for leadership responsibilities in planning and executing joint theater-level and JTF warfare operations. This course is conducted at Maxwell AFB, AL, in conjunction with the College of Naval Warfare, USMC War College, and Air War College. The course is required for division commanders, CTC commanders, and selected assistant division commanders within 6 months of taking their positions.

b. The following continuing education programs offered at the USAWC are available to RC GOs:

(1) The adjutants general national security seminar at Carlisle Barracks updates State Adjutants General on national security issues and allows the exchange of ideas with members of the resident USAWC class on issues affecting the Army and those confronting the National Guard senior leadership. It also provides them an opportunity to participate in an executive wellness program.

(2) The senior Reserve Component Officer Course is a resident course held annually at Carlisle Barracks for RC general and flag officers of all services. Full integration with the resident USAWC class affords attendees opportunities to exchange ideas with the resident students on issues affecting the force and the challenges to and capabilities of the RC.

Section IV
Warrant Officer Training and Education

3–36. The Warrant Officer Education System

a. The goal of WOES is to develop a corps of highly specialized experts, trainers, and leaders who are fully competent in technical, tactical, and leadership skills; creative problem solvers able to function in highly complex and dynamic environments; proficient operators, maintainers, administrators; and managers of Army equipment, support activities, and technical systems. Warrant officer leader development is a continual process that begins with preappointment training and education.

b. WOES prepares warrant officers to successfully perform in positions with increasing levels of responsibility throughout their careers. WOES provides preappointment, branch MOS-specific, and leader-development training that

produces technically competent warrant officer leaders for assignment to platoon, detachment, company, battalion, and higher-level organizations.

c. WOES is a combination of branch-specific and branch-immaterial courses that provide progressive and sequential training throughout an entire career. Regardless of branch affiliation or MOS, the thread that ties all WOES courses together is common core training. Common core training is approved by TRADOC and incorporated into WOES courses.

d. WOES includes the following:

(1) WOCS provides preappointment training.

(2) WOBC provides MOS/branch qualification and certification training.

(3) WOAC provides advanced branch training.

(4) WOSC provides branch-immaterial staff level training.

(5) WOSSC provides branch-immaterial senior staff level training.

3–37. Warrant officer education requirements

a. The educational goal for WOs is an MOS-related associate degree, or its equivalent before entry into career status for Active Army WOs, and prior to completing 8 years of WO service for RC personnel. Warrant officers are encouraged to obtain MOS-related baccalaureate degrees prior to promotion to CW4 and to obtain advanced degrees to further enhance their qualifications and abilities.

b. The AMEDD education requirements are determined by the AMEDD Commander's Requirements Review Process.

c. The education policy for ARNG WOs is defined in ARNG regulations.

d. Education requirements for criminal investigation WO special agents (MOS 311) are addressed in AR 195–3.

3–38. Warrant officer preappointment training

Qualified applicants are selected for WOC status by centralized U.S. Army Recruiting Command boards, specified branch proponents, or state Adjutants General. Policy governing warrant officer selection and appointment is contained in AR 135–100.

a. All WOCs must attend the resident WOCS at the U.S. Army Warrant Officer Career Center (WOCC), Fort Rucker, AL. Candidates receive training in the performance of basic leader tasks and are assessed on the performance of these tasks and their potential to serve as WOs. Training takes place in a physically and mentally demanding, high stress environment.

b. Graduates of the WOCS are appointed to grade WO1 contingent upon certification by the MOS proponent for which they are technically qualified to receive the award of an authorized warrant officer MOS. Certification follows successful completion of the appropriate WOBC or a proponent-prescribed alternative certification method.

3–39. Warrant Officer Basic Course

a. Warrant officer candidate selectees are designated to attend an MOS-specific WOBC at the same time they are selected to attend WOCS. The WOBC (including the Initial Entry Rotary Wing Qualification Course) conducted by branch proponents supports the MOS training and technical certification process that ensures all warrant officers attain the degree of technical competence needed to perform in their MOS at the platoon through battalion levels. Training is performance-oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, ethics, and development of subordinates.

b. Branch proponents develop and update WOBC training and technical certification standards. The proponents also develop alternative certification diagnostic tests for RC warrant officers. Tests consist of both written and performance components that measure existing skill and knowledge. The intent is to reduce the length of time needed to train and certify RC warrant officers who possess all or part of the technical skills required for MOS certification.

c. Failure to successfully complete the WOBC may result in termination of the WO appointment. (See AR 600–8–24.)

d. Graduates of the WOBC are identified by award of MEL code 7.

3–40. Warrant Officer Advanced Course

The WOAC is MOS-specific and builds upon the skills, knowledge, and experience developed through previous training and assignments. This course provides grade CW3 chief warrant officers in the leader, tactical, and technical training needed to serve in company and higher level positions. The primary focus is directed toward leadership skill reinforcement, staff skills, and advanced MOS-specific training. Graduates of WOAC are recognized by award of MEL code 6. WOAC consists of two components:

a. A mandatory nonresident course that must be completed prior to attending resident WOAC training. The Action Officer Development Course was adopted as the resource for this distance learning course. It provides warrant officers serving in CW2 or higher duty positions relevant training in topics such as management techniques, communication skills, preparing and staffing documents, meetings and interviews, problem solving, writing, coordinating, briefings,

and ethics. The course must be completed within one year of enrollment; however, all CW2s have the flexibility to enroll between 24 and 48 months of total warrant officer service.

b. A resident course consisting of branch proponent developed and administered MOS-specific technical training and branch-immaterial training that includes leadership, ethics, communication skills, military law, and personnel management.

3–41. Warrant Officer Staff Course
WOSC is a branch-immaterial resident course conducted at the WOCC, Fort Rucker, AL. The course focuses on the staff-officer and leadership skills needed to serve in CW4 positions at battalion and higher levels. Instruction includes decision-making, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication skills, training management, personnel management, and special leadership issues. Graduates of the WOSC are recognized by award of MEL code 4.

3–42. Warrant Officer Senior Staff Course
WOSSC is the capstone for warrant officer professional military education. This branch-immaterial resident course is conducted at WOCC and provides warrant officers a broader Army perspective required for assignment to CW5 positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on force integration and provides up-to-date information on Army policies, programs, and special items of interest. Graduates are recognized by award of MEL code 1.

Section V
Noncommissioned Officer Training and Education

3–43. The Noncommissioned Officer Education System
a. The goal of NCO training and the NCOES is to prepare noncommissioned officers to lead and train soldiers who work and fight under their supervision, and to assist their leaders to execute unit missions.

b. Effective 1 October 1993, the Army linked NCOES to promotion to SSG, SFC, and sergeant major (SGM). Linking NCOES to promotion ensures NCOs have the appropriate skills and knowledge required before assuming the duties and responsibilities of the next higher grade.

c. The NCOES provides noncommissioned officers with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. Training is based on the tasks and supporting skills and knowledge, attitudes, and experience needed.

d. Soldiers who have not attended ANCOC or BNCOC prior to their effective date of promotion will be promoted "conditionally." Those who accept a "conditional" promotion do so under the stipulation that they must successfully complete ANCOC or BNCOC to retain the promotion.

e. The NCOES includes—

(1) Basic, branch-immaterial, leadership training, provided by PLDC.

(2) Skill level 3 leader training and basic branch-specific, squad-level training, provided by BNOC. Skill level–2 training is provided by MOSs 54B and 88H.

(3) Skill level–4 leader training and advanced, branch specific, platoon-level training, provided by ANCOC.

(4) Senior-level, branch-immaterial, staff training, provided by SMC.

f. Noncommissioned officer training also includes functional courses described in Section VII of this chapter:

(1) BSNCOC provides advanced, branch-immaterial, staff training.

(2) FSC provides branch-immaterial training to prepare selected individuals for their initial assignment as first sergeants.

(3) CSMC provides branch-immaterial training for CSM designees.

3–44. Noncommissioned Officer Education System administration
a. Commandants and commanders of NCOES training schools will enforce the following attendance and completion requirements:

(1) Soldiers in the RC will complete BNCOC and ANCOC Phase I (common core) before attending MOS-specific phases. They will complete both modules satisfactorily before receiving course credit. The CNGB and CAR may waive MOS-specific attendance for soldiers in MOSs that do not have a current TATS-C.

(2) Soldiers in the RC will enroll in BNCOC and ANCOC MOS-specific phases within 2 years of completing Phase I. The 2-year requirement may be extended if the delay is through no fault of the soldier. The soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first GO in the soldier's chain of command for USAR and ARNG soldiers.

(3) All training required by a reclassification action will be accomplished in accordance with AR 614–200 and AR 611–1.

(4) Formal training to the appropriate skill level is mandatory before award of the new MOS, unless OJT or other alternate methods are authorized by AR 611–1.

b. School commandants and commanders will complete DA Form 1059 for all students in accordance with AR 623–1.

c. Promotion points for completion of NCOES courses will be awarded in accordance with

3–45. Noncommissioned officer academies

a. NCOAs provide NCOES training at the appropriate skill level to prepare NCOs for future operational assignments.

b. MACOMs establish NCOAs in conjunction with CNGB (together with the CG, TRADOC, and State Adjutants General) and CAR (together with CG, FORSCOM; CG, TRADOC; and the HQDA, ODCS, G–3). NCOAs will be established in accordance with CG, TRADOC and HQDA, ODCS, G–3, policies.

c. The designation of NCOAs and the division of the training base into NCOA geographic regions are discussed in appendix E.

d. The USASMA accredits NCOAs and NCOES courses. Proponent schools assist in the accreditation process of the technical phases for their respective BNCOCs and ANCOCs. Final accreditation is determined jointly by the USASMA and the responsible proponent school.

e. Students attending NCOA courses will be placed in a live-in learning environment during the resident portion of the course. Students will maintain high standards of military courtesy, conduct, and physical fitness. However, the level of discipline maintained by NCOAs must not interfere with the learning environment.

f. The Army School System Training Regiments (all ARNG and USARC NCOAs) teach BNCOC and ANCOC Phase I and functional courses. Other TASS regiments (such as CA, CS, combat service support (CSS), and Health Services) teach MOS-specific courses, including BNCOC and ANCOC (Phase II). All courses must be accredited and approved by the appropriate branch proponent-school, MACOM, or its designated accrediting authority.

(1) The Army School System training battalions will conduct RC BNCOC and RC ANCOC Phase I in the IDT, AT, and ADT modes. Phase II (MOS specific) will be conducted in the AT or ADT modes only, unless specified otherwise in the applicable POI.

(2) The FSC, BNCOC, and ANCOC are conducted at selected regional academies only.

g. The NCOA courses will not award an MOS, ASI, or higher skill level.

3–46. Primary Leadership Development Course

a. The PLDC is a branch-immaterial course conducted at Regional NCOAs worldwide and TASS training battalions. It provides basic leadership training for soldiers selected for promotion to SGT. The PLDC provides soldiers an opportunity to acquire the leader skills, knowledge, and experience needed to lead team-size units. It is the foundation for further training and development. Training focuses on—

(1) Self-discipline.

(2) Professional ethics.

(3) Leading, disciplining, and developing soldiers.

(4) Planning, executing, and evaluating individual and team training.

(5) Planning and executing missions and tasks assigned to team-size units.

(6) Caring for soldiers and their families.

b. Soldiers who qualify for PLDC are placed on an OML by the unit commander as follows:

(1) First priority. Sergeants that are non-PLDC graduates. These sergeants may or may not have a PLDC waiver.

(2) Second priority. SPC promotable (P). These soldiers are prioritized within this category as follows:

(a) SPC (P) who have met the cut-off score.

(b) SPC (P) in MOSs which would have had additional promotions if more promotable SPCs had been available and identified as "STAR MOS" by monthly PERSCOM Promotion Cut-Off Memorandum.

(c) SPC (P) in other MOS serving in an authorized NCO position based on the highest number of promotion points.

(d) All other SPC (P) on a recommended list based on the highest number of promotion points.

(3) Third priority. SPC in leadership positions. In order to fill all PLDC training seats, nonpromotable SPC with demonstrated leadership potential may attend PLDC only when all higher OML categories are exhausted.

c. The MACOM commanders establish a quota management plan to support PLDC and ensure attendance of fully qualified soldiers. In order to be consistent with established Army training priorities, MACOMs direct that installations manage quotas to ensure that all soldiers in a higher OML category attend PLDC prior to soldiers with a lower priority.

d. Graduates of PLDC are identified by award of MEL code 2.

3–47. Basic Noncommissioned Officer Course

a. The BNCOC is a branch-specific course that provides soldiers selected for promotion to SSG with an opportunity to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead squad-size units. Training

builds on experience gained in previous training and operational assignments. Branch schools and selected TASS training battalions conduct this course in a live-in learning environment, where possible.

b. Training focuses on—

(1) Preparing unit and subordinate elements for peace and wartime missions and contingencies.

(2) Planning, supervising, and executing tasks and missions assigned to squad-size units.

(3) Leading, supervising, disciplining, training, and developing subordinates.

(4) Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

(5) Planning, initiating, and supervising personnel, administration, and supply actions.

(6) Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal equipment and organizational materiel.

(7) Caring for subordinates and their families.

c. Graduates of BNCOC are identified by award of MEL code 3.

3–48. Advanced Noncommissioned Officer Course

a. The ANCOC is a branch-specific course that provides an opportunity for soldiers selected for promotion to sergeant first class (SFC) to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS training battalions conduct this course in a live-in learning environment, where possible.

b. Training focuses on—

(1) Preparing unit and subordinate elements for peace and war time missions and contingencies.

(2) Planning, supervising, and executing tasks and missions assigned to platoon-size units.

(3) Leading, supervising, disciplining, training, and developing subordinates.

(4) Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

(5) Planning, initiating, and supervising personnel, administration, and supply actions.

(6) Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal and unit equipment and organizational material.

(7) Caring for subordinates and their families.

c. Graduates of ANCOC are identified by award of MEL code S.

3–49. Sergeants Major Course

a. The USASMC is the capstone of enlisted training. Master Sergeants (MSG), MSG(Promotable), SGM, and CSM are prepared for both troop and staff assignments throughout the defense establishment. The USASMC is task based and performance oriented. Areas of study include leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. Successful completion of the USASMC is a requirement for promotion to SGM and appointment to CSM.

b. Course objectives are to—

(1) Prepare students to assist in the solution of command problems.

(2) Enhance the senior NCO's ability to develop and maintain discipline in the Army.

(3) Instruct students in tactical, administrative, and training operations.

(4) Update students in contemporary Army problems.

(5) Improve personal communications skills.

(6) Develop intellectual depth and analytical ability.

(7) Enhance the student's understanding of military resource management practices and organizational effectiveness techniques.

(8) Sustain the high level of physical conditioning and standards of appearance for students in accordance with this regulation, AR 40–501, AR 600–9, and FM 21–20.

c. Personnel must have reenlisted or extended their current enlistment to satisfy the 24 month service-remaining requirement that begins upon graduation. Failure to take action to meet the service-remaining requirement will result in the initiation of a DA Form 4991–R or retirement in lieu of PCS. (See AR 635–200, chapter 12, para 12–9.) This requirement applies to both primary and alternate selectees.

d. Alternate selectees will replace soldiers selected for promotion to SGM who fail to attend the scheduled SMC. Alternates will replace primary attendees on a one-for-one basis by MOS and will incur a 24 month service obligation upon graduation.

e. All ARNG personnel apply to and are selected by a board convened by the CNGB.

f. All USAR personnel apply to and are selected by a board convened by the CAR. NCOs (except AGR personnel) will use DA Form 1058–R (Application for Active Duty for Training Active Duty for Special Work, Temporary Tour or Active Duty, and Annual Training for Soldiers of the ARNG and USAR) to apply for the resident course. CAR will

furnish acceptance dates annually and issue additional instructions to include application procedures for AGR soldiers. Applications will be processed through USAR command channels.

g. The USASMC Corresponding Studies Program is available only to soldiers who are selected by the CSM/SGM/ SMC Board. Request for exceptions to policy will be considered for compassionate or medical reasons. The objective of the USASMC Corresponding Studies Program is to make senior-level military education available to selected NCOs.

h. The resident phase of USASMC Corresponding Studies Program is outlined below.

(1) The resident phase will be conducted each year during June.

(2) A student must complete all four corresponding studies phases of the course approximately 90 days before the planned resident phase. This will allow sufficient time for administrative processing.

(3) PERSCOM (TAPC-EPT-FN) will provide TDY instructions for all active duty NCOs eligible to attend the resident phase. Instructions concerning attendance of ARNG and USAR personnel in the resident phase will be announced by CNGB and CAR on notification by the Commandant USASMA of student's eligibility to attend.

(4) Noncommissioned officers who decline the resident USASMC after selection are not eligible for the Corresponding Studies Program.

i. Procedures for awarding credits are shown below.

(1) Upon completion of the Corresponding Studies Program, the student will be awarded a diploma by the Commandant, USASMA. The soldiers DA Form 2–1 will be updated to reflect NCOES code A.

(2) Retirement point credit for ARNG and USAR NCOs not on extended duty will be credited at the rate of one point for every 3 credit hours of nonresident instruction satisfactorily completed. (See AR 140–185.)

(3) Graduates of the Corresponding Studies Program are given equal consideration with resident course graduates in all personnel management actions.

(4) The American Council on Education's Center for Adult Learning and Educational Credentials recommends that graduates of the Corresponding Studies Program receive 6 semester hours baccalaureate degree college credit in management, psychology or sociology, and international relations, for a total of 18 semester hours.

j. International students may be awarded diplomas.

Section VI
Civilian Training
Section VI of this regulation (paras 3–49 through 3–63 and 3–65) summarizes information and guidance contained in AR 690–400, chapter 410, AR 690–950, the Army Civilian Training, Education, and Development System Training Catalog, and applicable Civilian Personnel Policy Memorandums. These sources of information and guidance on civilian training can be found on the internet at the Civilian Personnel On-line home page (http://cpol.army.mil). Readers are advised that, in case of conflict between the provisions of Section VI in this regulation and the civilian personnel regulations, the civilian personnel regulations will prevail.

3–50. The Army Civilian Training, Education, and Development System
a. ACTEDS is designed to build a competent, civilian work-force. This is accomplished through a blend of progressive and sequential work assignments, formal training, and self-development opportunities as individuals progress from entry- to senior-level positions. ACTEDS is patterned after the military education system in providing an orderly, systematic approach to technical, professional, and leadership training. ACTEDS identifies and documents civilian training requirements at three levels: organizational, occupational, and individual. ACTEDS standardizes training to ensure that civilians aspiring to be either technical specialists or leaders acquire required technical and leadership competencies.

b. Career Program Functional Chiefs develop ACTEDS plans that document and prioritize competency-based civilian training. Career field personnel proponents develop ACTEDS plans for occupations specific to their career field. ACTEDS plans designate key positions and identify required functional and leader tasks and supporting knowledge, skills, and experience, and, in some cases, mentoring requirements. They also suggest career-progression ladders to enable individuals to enhance their experience. Each ACTEDS plan also lists the five executive core qualifications (ECQ) and their underlying competencies established by the Office of Personnel Management. Managers must strive to develop these ECQs to be competitive for enrollment in the Defense Leadership and Management Program, functional and command executive development programs, and to Senior Executive Service. Each ACTEDS plan contains the Army's civilian leadership training common core courses to ensure appropriate leadership competencies are developed at each level of progression. Headquarters, DA, centrally funds intern, leader-development core, and competitive professional development training. Commanders identify, prioritize, and fund training not centrally funded. This training is managed at installation and organizational level.

3–51. Civilian Career Intern Program
a. The Civilian Career Intern Program is a leader development program, included in ACTEDS plans, that supports and provides a pipeline into the professional, administrative, and technical civilian work force. This program shapes the

civilian work force through the planned accession of quality employees for civilian leadership positions. It covers all career programs for over 150 professional civilian occupations.

b. The Master Intern Training Plan, which defines the POI, supports the Civilian Leadership Development Action Plan and the Senior Executive Service Action Plan. Formal classroom instruction, combined with rotational OJT under close supervision, provides a comprehensive 2- or 3-year program of instruction to carry the intern from entry- to journey-level. Funding for interns is in accordance with AR 690–950.

3–52. The Army's civilian leadership training common core courses

Civilian leadership training common core courses support the four phases of training for civilian career progression with—

a. Intern/entry-level courses consisting of the Intern Leadership Development Course (ILDC) and the Action Officer Development Course (AODC).

b. Supervisory courses consisting of the Supervisor Development Course (SDC) and the Leadership Education and Development (LEAD) Course.

c. Managerial courses consisting of the Manager Development Course (MDC), the Organizational Leadership for Executives (OLE), Personnel Management for Executives (PME) I and II, the Sustaining Base Leadership and Management Course (SBLM) at the Army Management Staff College, and the SSCs.

d. Executive courses consisting of the GO/SES Orientation Training Conference, GO/SES Force Integration Course, Equal Opportunity/Equal Employment Opportunity (EO/EEO) Orientation, Apex SES Orientation, and the Leadership Development Program.

3–53. Intern Leadership Development Course

ILDC trains DA career program interns in leadership doctrine, operational concepts, and the Army structure. It provides practical application in professional ethics, technologies planning, decision-making, technical and tactical competence, team-development, teaching, counseling, supervision, and communications. All interns, whether resourced by ACTEDS or local funding, must successfully complete ILDC to progress beyond their internship. Installation and MACOM career-program intern managers and supervisors will ensure interns enroll in and complete the ILDC.

3–54. Action Officer Development Course

AODC is an ACCP distance-learning course available electronically through the Reimer Digital Library . This course is mandatory for all interns and new journey-level employees. The AODC trains staff skills such as problem solving, writing, coordination, briefings, ethics, management techniques, and staff procedures. Supervisors will ensure employees requiring this training enroll in and complete the AODC.

3–55. Supervisor Development Course

The SDC is an ACCP distance learning course available electronically through the Reimer Digital Library. This course provides supervisors with civilian personnel administration skills such as, work management and basic supervision. The course constitutes Phase I of mandatory new supervisor training for first-time military and civilian first-line supervisors of civilian employees. It must be completed within 6 months of appointment to a supervisory position. Supervisors will ensure employees requiring this training enroll in and complete the SDC.

3–56. Leadership Education and Development Course

The LEAD Course is taught at installation level. It provides leadership skills to new military and civilian supervisors of DA civilian personnel. It constitutes Phase II of mandatory new supervisor training. Selected non-supervisory personnel may also attend. The course focuses on supervisory techniques, improving team performance, and the practical application of Army leadership competencies. The Center for Army Leadership certifies installation and school trainers through the LEAD train-the-trainer course. The MACOMs ensure there are sufficient certified trainers to meet training requirements. Supervisors ensure employees requiring this training enroll in and complete the LEAD Course.

3–57. Manager Development Course

MDC is a mandatory distance learning course for management personnel (supervisors of supervisors and managers of programs, policy, or resources). This course is an ACCP distance learning course available electronically through the Reimer Digital Library and by correspondence. The course trains new civilian managers in the supporting skills needed to perform management tasks. It also provides information on Army programs of special concern. Managers must complete the course within 6 months of selection for their positions. The attendance requirement may be waived for graduates of the SBLM course at AMSC. Supervisors will ensure employees requiring this training enroll in and complete the MDC course.

3–58. Organizational Leadership for Executives

The OLE course is a 2-week experiential learning course presented by the Civilian Leadership Training Division of the Center for Army Leadership in Kansas City, MO, as well as regionally. This course constitutes the second phase of

new manager training and should be preceded by completion of MDC, which is mandatory. It provides newly selected managers with increased self-awareness and an ability to visualize, communicate, and forge the organization's future. Emphasis is placed on skills and competencies which leaders use to lead their organizations to increasing levels of excellence, influencing subordinate performance, managing innovation and change, increasing self-knowledge, and diagnosing systemic problems. The course is recommended for civilian managers (supervisor of supervisors or managers of programs, resources and/or policy). First priority should be given to civilian employees appointed to a managerial position within the preceding 12 to 18 months. Lieutenant colonels and colonels are also eligible to attend.

3–59. Personnel Management for Executives I and II

PME courses provide experienced military and civilian managers the human resource-management skills to build upon OLE training. PME I focuses on each participant as an individual and as a manager of an important segment of the Army's workforce. PME II explores the various dimensions of leadership and human resources management that are primary concerns of HQDA and DOD executives. Both courses are intended for grades GS–13/14, WS–16, and equivalent nonappropriated fund employees. Employees in grades GS–12, GS–15, and WS–15 will be considered by exception. Active Army officers in the rank of major and above may also attend. PME I is a prerequisite for PME II.

3–60. Army Management Staff College

AMSC offers the SBLM course. SBLM is a graduate-level, academic program available in residence and by distance learning. The SBLM course prepares high potential Army civilian and military leaders for advancement to key leadership positions in the sustaining base. It focuses on sustaining-base leadership, management, decisionmaking, and team-building; national policy and strategy; force development; doctrine; resources; and combat power.

a. Attendees are Army civilian employees in grades GS–12 through GS/GM–14 (GS–11 and 15 may attend by exception), Army majors, and LTCs (MEL code 4-qualified), WOs, and SGMs/CSMs. Civilian attendees are selected by the HQDA secretariat selection board. Officer attendees are selected by the PERSCOM Management Branch for the Active Army, ARPERSCOM for USAR, and CNGB for ARNG.

b. CSM designated for installation-level CSM assignments may attend AMSC by exception. Such designees should contact their career branch to apply.

3–61. Attendance at senior service colleges

SSCs provide senior civilian leadership in grades GS–4 and GS–15 (or GS–13 for USAWC only) with broad-based knowledge of high-level Army and national issues. Long-term training is available through SSCs at NWC, ICAF, and USAWC. NWC allocates one civilian quota per year; ICAF allocates 10 civilian quotas per year; and USAWC allocates 10 resident and 2 nonresident civilian quotas per year. Attendees are selected by a central board.

3–62. Senior Executive Service members training and development

a. The SES personnel system includes top managerial, supervisory, and political positions in the Executive Branch of the Federal Government in the grade of GS–15 and above. Department of the Army SES members are the civilian counterparts of general officers. The SES Office of the ASA (M&RA) oversees SES member development. Members require a broad core of executive qualifications or abilities in addition to professional, technical, and program knowledge and skills. The five Executive Core Qualifications are—

(1) Strategic Vision.

(2) Human-Resource Management.

(3) Program Development and Evaluation.

(4) Resource Planning and Management.

(5) Organizational Representation and Liaison.

b. The Army Civilian Executive Resources Board plans and manages the SES Development Program. The program is executed by the Army SES Office, ASA (M&RA), and consists of—

(1) Orientation and mandated training courses, which provide information on current Army and DOD policies, programs, plans, and problems identified as high priority by the Army leadership. Newly appointed SES members must attend four courses:

(a) The SES training course, which focuses the vision of senior Army leaders on matters of local, national, and international importance, executive leadership, stewardship of resources, and the Congressional outlook.

(b) The force integration course for general officers and SES, which trains new gos and SES members in the major processes of Army force integration. It provides a synopsis of how the Army runs.

(c) The DOD equal opportunity/equal employment opportunity course for GO and SES, which focuses on EO/EEO aspects and issues.

(d) The leader development program, which is conducted in both CONUS and outside the continental United States (OCONUS) by the Center for Creative Leadership. Training stimulates personal and professional growth and increases effectiveness in the organization by providing participants an opportunity to assess their abilities and attitudes.

(2) The SES development program includes the following courses and seminars for newly appointed SES members:

(a) The DOD APEX orientation course, which enhances participants' knowledge of the joint military environment, increases leadership skills, and addresses the roles and responsibilities of senior executives.

(b) The Office of Personnel Management briefing, which focuses on how the public mandate of the President is transformed into policies and actions of the Federal Government.

(c) Department of Defense-sponsored APEX executive development seminars and competitive development opportunities, held at government and private institutions and which provide continuing executive development opportunities. Career SES members may also apply for sabbaticals and assignments under the provisions of the Intergovernmental Personnel Act.

3–63. Army-wide civilian long-term training programs
Civilian long-term training programs, although not mandatory, provide participants valuable learning experiences, professional development, and a competitive edge for future advancement. Commanders determine nominees for ACTEDS centrally funded programs, and selectees for locally funded programs based on organizational priorities. Military and civilian organization leaders and managers should ensure nominations support HQDA Affirmative Action policy. These programs are centrally administered by HQDA, proponents, and Career Program Functional Chiefs.

3–64. Competitive Professional Development Program
a. The Competitive Professional Development Program provides training opportunities to develop, enrich, and retain top quality middle managers and maintain the Army's image as a premier employer. The target audience is GS–11 and above.

b. Training includes functionally oriented, significant developmental opportunities that occur in university programs, training-with-industry assignments, and planned developmental assignments in accordance with respective ACTEDS plans. Individual career program FCRs or proponents working together with Commanders identify these opportunities and forward them to the ASA (M&RA), Civilian Personnel Policy, Central Program Operations Division, for final fiscal year approval. Each career program FCR or proponent selects participants through an Army-wide competitive process.

c. A variety of long-term and part-time programs and seminars is available to civilian members of the AAC. These graduate-level opportunities are offered in acquisition-related disciplines. Additional information can be found in the annual Army Acquisition Corps/ Army Acquisition Workforce Civilian Training Opportunities Catalog.

d. Chapter 41 of Title 5 U.S. Code, Section 4107 allows, but does not require, agencies to pay for training that may lead to an academic degree when necessary to assist in the recruitment or retention of employees in shortage occupations, especially those with critical skills. Pre-determined shortage categories include members of the Army acquisition work force, special salary rate positions, positions stipulated by public laws and other authorities, and positions covered by direct hire authority from the Office of Personnel Management. The policy also covers positions determined by local installation commanders to be in a shortage category to alleviate recruitment and orientation problems.

e. A continued service agreement is required of all employees participating in academic-degree training programs. The policy prohibits agency training assistance for the sole purpose of enabling an employee to obtain an academic degree to qualify for or increase a competitive edge for selection into positions or occupations where no documented shortage exists.

Section VII
Specialty, Functional, and Other Training

3–65. Functional area and skill training
a. Functional courses prepare Army personnel for assignment to special units or specific duty positions and increase their value to the Army. These courses provide soldiers and civilians an opportunity to acquire duty position-required skills and knowledge that cannot be obtained by attending other institutional courses. The courses may provide training which qualifies soldiers for award of an ASI, SQI, or SI. Department of the Army Pam 351–4 has a complete listing of functional and skill-qualification courses.

b. The CG, PERSCOM, Officer Directorate, will assign Active Army officers (other than chaplains, AMEDD, and JAGC) to schools to attend specialist courses and reassign them upon completion of the courses. Courses, or a combination of courses, totalling 20 weeks at one location will be attended on a PCS basis. Prerequisite qualifications are developed by each agency with training responsibilities and are specified in DA Pam 351–4.

c. Organizational commanders will place Active Army officers on orders to attend courses of less than 20 weeks duration in a TDY status. The CG, PERSCOM, will provide instructions for officers (less chaplains, AMEDD, and JAGC) to attend short courses in conjunction with a PCS movement.

d. The HQDA, ODCS, G–3 (DAMO-TR), will provide quotas to PERSCOM, CNGB, and CAR for Army students to attend U.S. Air Force (USAF), USN, or USMC specialist schools in a PCS status. The HQDA, ODCS, G–3, will

provide quotas to MACOM commanders, PERSCOM, CNGB, and CAR for Army students to attend sister services' specialist schools in TDY status.

e. The Defense Acquisition University (DAU) Mandatory Training Program is the vehicle for Army personnel to accomplish their levels I, II, and III mandatory training prescribed for retention in an acquisition position. DAU also provides assignment specific training. These courses are funded by DAU. Reservations are made through the ATRRS.

f. The Army Acquisition Tuition Assistance Program (ATAP) is available to all AAC/AAW members for completion of their mandatory 12 or 24 semester hours. For AAC members, ATAP funds undergraduate and graduate degree programs. For AAW members, ATAP funds only undergraduate programs. For Corps Eligible and Competitive Development Group employees, ATAP funds both undergraduate and graduate degree programs. Further information is available on this program in the annual AAC/AAW Civilian Training Opportunities Catalog.

3–66. Army Civilian Training and Education Development System specialty training

Many courses intended for civilian employees in career management or career field positions may or may not be included in official ACTEDS plans. These courses normally address topics for which functional proponents have identified and validated a training requirement. They are offered by Army schools and other Army organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training. These courses may fit the description of functional area or skill training or they may be provided for professional development. The functional proponents, which include ACTEDS career program managers, career field managers, and organizations with functional responsibility, review course content and POIs with the respective schools.

3–67. Ranger training

a. Ranger training, conducted at the USAIS, Fort Benning, GA, further develops leadership and CA-related skills of soldiers eligible for assignment to units that primarily engage in the close-combat, direct-fire battle. The course requires soldiers to perform individual and collective tasks and missions in a realistic environment under mental and physical stress that approaches that found in combat. Training emphasizes the development of individual abilities to apply established doctrine and to plan and conduct infantry, airborne, air assault, and amphibious squad and platoon operations. Officer graduates will receive an SI of 3R for Ranger and 5S for Airborne ranger training. Enlisted graduates will receive an SQI of G for ranger and V for ranger parachutist training.

b. Enlisted soldiers in the following MOS may volunteer for ranger training—
(1) 11B - Infantryman.
(2) 11C - Indirect fire infantryman.
(3) 11H - Heavy anti-armor weapons infantryman.
(4) 11M - Fighting vehicle infantryman.
(5) 12B - Combat engineer, in companies that directly support infantry battalions.
(6) 13F - Fire support sergeant, associated in direct support to infantry battalions.
(7) 18-series- Special Forces.
(8) 19D - cavalry scout.
(9) 19K - armor crewman.
(10) 14S - stinger sergeant, in direct support of infantry battalions.

c. Enlisted soldiers, of any MOS or specialty, assigned to ranger-coded positions in the 75th Ranger Regiment or Ranger Training Brigade must complete ranger training.

d. Ranger training is available, on a voluntary basis, for commissioned officers in the following CMFs—
(1) 11A - Infantry officer.
(2) 12A - Armor officers allocated against authorized 12C positions.
(3) 12C - Cavalry officers.
(4) 13A - Battalion and company fire support officers in direct support of infantry battalions.
(5) 18A - Special Forces officers.
(6) 21B - Combat engineer officers in companies in direct support of infantry battalions.
(7) 14B - Short range air defense officers in direct support of infantry battalions.

e. Officers, of any branch or specialty, assigned to ranger-coded positions in the 75th Ranger Regiment or Ranger Training Brigade, must complete ranger training.

f. Ranger-coding is limited to selected positions in the following units and schools:
(1) Ranger regiment positions.
(2) Positions in infantry battalions, companies, platoons, and long-range surveillance units.
(3) Selected USAIS instructors.
(4) Selected CTC observer-controllers.
(5) Selected instructors from the Western Hemisphere Institute for Security Cooperation.
(6) Positions in cavalry scout troops assigned to infantry and armor battalions and armored cavalry regiments.

(7) Positions in Special Forces A-teams.

(8) Positions in engineer companies in direct support of infantry battalions.

(9) Selected positions in air defense batteries in direct support of infantry battalions.

g. Volunteers for ranger training who are not in ranger-coded positions will only be accepted on a space-available basis after all personnel who require the training have been scheduled.

h. Cadets are not authorized to attend ranger training.

3–68. Airborne training

a. Voluntary airborne training is conducted at the USAIS. The training qualifies soldiers in the use of the parachute as a means of deployment. Training takes place in a mentally and physically demanding environment. Airborne training, develops leadership skills, self-confidence, and an aggressive spirit. Graduates will receive an SQI of "P" for enlisted soldiers and an SI of "5P" for officers.

b. Enlisted soldiers who hold an MOS authorized in an airborne unit may volunteer for airborne training.

c. Officers of all components, branches, and functional areas may volunteer for airborne training.

d. Limited availability of training spaces makes attendance highly competitive. Space allocations are based on the percentage of authorized parachute positions, by specialty, Army-wide.

e. IRR volunteers will be selected for airborne training by the Commander, ARPERSCOM, to meet mobilization requirements.

f. Airborne training priorities are—

(1) Priority 1: Active Army, USN, USMC, and USAF and Army RC personnel assigned to Airborne, Ranger, or Special Operations Force units. Also included are foreign military personnel regardless of assignment.

(2) Priority 2: Soldiers under Airborne contract (enlistment incentive) not assigned to Airborne, Ranger, or Special Operations Force units.

(3) Priority 3: Active Army Airborne volunteers.

(4) Priority 4: All other Army (Active Army, ARNG, USAR).

(5) Priority 5: Service academy and ROTC cadets with service commitments.

(6) All other services.

3–69. Language training

a. Basic-acquisition language training is provided through the DLIFLC, Presidio of Monterey, CA. Training at the school requires full-time attendance. Courses provide the student with a limited working proficiency in listening, reading, and speaking. The DLIFLC also provides full-time resident intermediate, advanced, remedial, refresher, and cross-training language instruction in accordance with programmed requirements. Unprogrammed requirements are handled case-by-case.

b. Commanders of units that require foreign language skills establish command language programs (CLP). They will arrange for nonresident remedial, refresher, sustainment, familiarization, or job-specific foreign language training within their units. The DLIFLC exercises technical control of the training in accordance with DOD directives, and advises unit commanders and CLP managers concerning resources available to assist them. Information concerning management of the Defense Foreign Language Program is found in AR 350–20, AR 611–6, and AR 621–5.

c. An SQI L and an appropriate LIC are normally awarded to graduates of the DLIFLC.

d. English-as-a-second-language training is conducted at the Defense Language Institute English Language Center (DLIELC), Lackland AFB, TX 78236–5259. The mission of DLIELC is to give entry level soldiers and allied military personnel those English language skills necessary for success.

(1) Resident training is provided for selected—

(a) Soldiers whose first language is other than English and who require ESL training prior to entering IET or a branch OBC, or before appointment as a warrant officer.

(b) Allied military personnel under the Security Assistance Program.

(2) Nonresident ESL instruction and remedial reading, writing, and speaking courses are provided for Active Army soldiers whose native language is other than English and who have been identified by their commanders as having difficulty speaking or understanding English. Reserve Component personnel are eligible to attend these courses. The training is conducted—

(a) At the local AEC through services provided in accordance with AR 621–5.

(b) In overseas commands for allied military personnel at international installations.

3–70. Consideration of Others training

The DEOMI at Patrick AFB, FL, conducts the EO Training Program and EO Staff Course. Selected soldiers assigned

to EO advisor positions are provided necessary skills and knowledge to assist commanders in increasing unit effectiveness and efficiency through improved human relations and equal treatment. Personnel who successfully complete this training are awarded the appropriate ASI and SQI.

3–71. First Sergeant Course
a. The FSC is a branch-immaterial course conducted at the USASMA and selected TASS Battalions for soldiers selected as first sergeants (1SG). Training focuses on leader, technical and tactical tasks relevant to the duties, responsibilities, and missions assigned to leaders of company sized units. The course expands previously acquired skills, knowledge, and experience by adding training in company-level functional areas such as personnel, administration, maintenance, training, supply, security, and the UCMJ. Graduates of the FSC are identified by award of SQI "M" after successful completion of 6 months as a 1SG.

b. Active Army first-time 1SGs will attend the FSC prior to assuming their duties. No priority will be given to MOS or unit status. All RC first-time 1SGs will attend FSC within 6 months of assuming 1SG duties.

c. When conditions preclude sending a soldier to the FSC prior to assuming 1SG duties, the soldier must attend the FSC within six months of assuming those duties. Waiver authority for deferring school attendance is delegated to the first GO in the soldier's chain of command.

d. Short-tour commands, while not exempt from the first-time 1SG policy, are given latitude in complying with the policy for positions of 13 months or less. Soldiers serving such tours who are not school trained when selected to fill a valid 1SG position will not be required to attend the FSC while in the short-tour command. Every effort will be made by PERSCOM to provide a sufficient number of FSC-qualified soldiers for positions in short-tour commands.

3–72. Battle Staff Noncommissioned Officer Course
The BSNCOC is a branch-immaterial functional course for SSG through SGM selected for staff assignments. The course provides technical and tactical training that is relevant to missions, duties, and responsibilities assigned to staff members in battalion and higher units. Graduates of the BSNCOC are identified by award of ASI 2S.

3–73. Command Sergeants Major Course
The CSMC is a branch-immaterial course conducted at the USASMA for newly appointed CSM. The course prepares individuals for battalion-level CSM assignment. It includes a program for their spouses.

3–74. Common military training in institutions
a. The CMT program consists of HQDA-selected general subject areas in which individual soldiers and DA civilians must be proficient to perform satisfactorily in a military organization. Training conducted in institutions and units is based on validated needs. This training is common to all members at specified organizational levels regardless of branch, career field, or grade.

b. The HQDA, ODCS, G–3, validates the need for and publishes a list of general subject areas in which Army personnel require knowledge and skill. The HQDA, ODCS, G–3, approves and adds to the CMT list all training requirements that are directed by law, DOD, the Secretary of the Army, the ARSTAF, and agencies that have the authority to publish directives that include training requirements.

c. School commandants and commanders assess unit staff and faculty members' proficiency in CMT subjects and provide the training needed to achieve and sustain required levels of proficiency in accordance with paragraph 4–5 of this regulation. A complete list of subjects taught in units is at appendix G.

d. The CMT subjects taught to students in training institutions are shown in table 3–1.

Table 3–1
Common military training subjects taught in training institutions

Subject	Reference	Proponent
Weapons qualification	AR 350–1	DCS, G–3
Physical fitness	AR 350–1	DCS, G–3
First aid	AR 40–3	TSG
Antiterrorism	AR 525–13	DCS, G–3

Chapter 4
Training in Units and Organization

Section I
Planning Unit Training

4–1. The command climate and leadership

a. Leaders must understand how their unit will operate and fight using full dimensional operations doctrine, and how to train using battle-focused training doctrine established in the FM 7–0 and FM 25–101. Training must be innovative, yet doctrinally and technically sound. Leaders must develop, publish, and enforce individual, collective, and unit performance standards.

b. Commanders publish their training philosophy as part of command training guidance. This guides the development of subordinate training programs and influences the commander's training strategy. The commander's training strategy and the unit training philosophy will emphasize—

(1) Proficiency in performance of tasks essential for the unit's success given its mission, enemy, terrain, troops, time available, and civilian considerations (METT-TC).

(2) Training methods or programs which the commander knows the unit and subordinate units need to improve such as physical training, leader development, personal and crew weapons qualification, precombat checks, vehicle maintenance, after-action reviews, and risk management.

(3) The need for RC units to attain and maintain proficiency on premobilization tasks and skills while other mission essential battle-focused tasks are trained during post-mobilization. Commanders planning RC pre-mobilization training must take into consideration that —

(a) Training time is limited to 39 days for ARNG and 38 days for USAR soldiers per year to accomplish individual and unit METL and other required training tasks.

(b) Members of the IRR participate in training as prescribed in AR 135–200, AR 140–1, and AR 140–10.

c. Commanders develop and publish near-term, short-range, and long-range training strategies and training guidance in accordance with FM 7–0 and FM 25–101.

d. Commanders will ensure the following training management tools are understood and used:

(1) FM 7–0 and FM 25–101.

(2) CATS.

(3) Current MTPs, drills, and soldiers' manuals (for common tasks and tasks specific to each MOS).

(4) SATS (or other authorized SATS derived automated unit training management programs).

(5) DA Pamphlet (Pam) 350–38 and DA Pam 350–39.

(6) TAMIS.

e. Commanders will employ training devices, such as the TES training system using the multiple integrated laser engagement system and follow-on live simulation systems, to add realism. The DOD HLA conserves resources and will be used whenever simulations can replace or supplement field training.

f. Commanders must ensure individuals attain and sustain the required levels of knowledge, skills, and experiences; this is especially true for low density MOS. The CATS can assist for most low density MOS; however, other techniques such as centralized proponency within a brigade or group, using local contractors or external agencies, or prudent use of Army correspondence and distance learning courses have proven effective supplements to unit programs.

g. Commanders and leaders must manage the use of available training resources. Cost-effective training techniques must be aggressively pursued, keeping in mind that every training requirement and expenditure of resources must contribute to combat readiness. Some resource considerations are:

(1) Employing CATS as a guide, commanders determine the optimal training resource mix between facilities and TADSS to support multiecheloned planned training events. Training gates should ensure that soldiers achieve a desired level of performance in a less expensive environment before proceeding to a more expensive one. For example, soldiers achieve success on the conduct-of-fire-trainer before proceeding to full-service gunnery.

(2) Accomplishing training plans within available resources requires intensive maintenance management and, in particular, requires intensive maintenance management and, in particular, intensive management of dollars spent on deport level repairs. Unit must pay for repairs required at depot level from their operations and training budgets. Unit budget requests project training costs (to include cost for depot level repairs) based on short- and long-range training plans. If required depot-level repairs during the year exceed budget projections, commanders must adjust training plans to meet budget constraints.

4–2. Training standardization

a. The objectives of the Army Standardization Program are to—

(1) Standardize procedures used by soldiers and units to operate, maintain, and fight with major weapons and equipment systems.

(2) Identify tasks that should be performed in the same manner and to the same standard throughout the Army.

(3) Reduce the effects of personnel turbulence.

b. The basis for training standardization is executing training using approved Army publications. While ensuring tasks are performed to Army standards, commanders encourage trainers to exercise initiative and to create realistic and challenging conditions for training within the context of METT-TC. Standardization issues that require resolution and reporting include:

(1) Procedures that are performed differently by similar units in spite of standard guidance.

(2) Procedures that units perform differently than the training base.

(3) Operations and maintenance procedures for equipment that vary despite similarities in equipment.

(4) Directed procedures that vary from established guidance and should be standardized.

(5) Missing, incorrect, or inadequate procedures.

c. Unresolved standardization issues will be reported to CG, TRADOC, who—

(1) Establishes integration and standardization programs to ensure compatibility of training and doctrine.

(2) Provides integration items for inclusion in the Army Standardization Program.

(3) Conducts integration and standardization team assistance visits to divisions or higher units in coordination with MACOM commanders.

(4) Advises HQDA, ODCS, G–3, and the MACOMs on matters pertaining to standardization.

(5) Tasks the appropriate TRADOC proponent school to develop training solutions for standardization issues.

4–3. Training assessments and evaluations

a. Commanders, leaders, managers, and supervisors use training assessments and evaluations and other feedback to assess soldier, leader, and unit proficiency and civilian employee and organizational performance, effectiveness, and mission accomplishment. The process is continuous and must be planned for all training. Training assessments and evaluations are integral to effective unit and organizational training management and are conducted by leaders, managers, and supervisors at all levels.

b. The responsibility for developing evaluation plans and conducting evaluations is assigned during the planning phase for all training events. The tasks, conditions, and standards (as derived from MTPs, drills, soldier's manuals, ACTEDS plans, or organizational or strategic plans) must be consistent with the commander's and leader's training objectives. These standards provide the objective performance measures for the conduct of either internal or external formal and informal evaluations. (See chapter 5, FM 25–101.)

c. The after action review is a structured review process that allows military training participants to discover how and why certain events actually happened and how to improve future task performance. The reviews focus on military training objectives, on performance according to Army standards, and on discovering lessons learned for sustaining and improving collective and individual task performance proficiency.

(1) Commanders and leaders use feedback from formal and informal evaluations to assess the unit's proficiency in METL and other assigned tasks. (See appendix G and FM 25–101.)

(2) The frequency of formal, external unit evaluations (such as ARTEP MTPs, and CTC rotations) and unit conducted individual training is not specified. However, these evaluations are usually scheduled on unit long-range and short-range training guidance and calendars.

4–4. Recording military and civilian training

a. Every military unit commander should maintain sufficient records of training to assist in development of a robust unit training program. The individual training records that units are required to maintain for all soldiers are weapons qualification scores, physical fitness test scorecards, and records of individual AT/FP training and area briefings. Some technical skills (for example, aviation) require maintenance of performance qualification records. Other soldier or leader training records are maintained for the purpose of assisting the commander to develop the unit training program.

b. Leaders maintain a leader book to record administrative and personal information and soldier proficiency in specific MOS tasks and common tasks that support performance of the unit METL. Information in a leader's book is not transferred with the soldier on reassignment. (See appendix B, FM 25–101, for a sample leader's book.)

c. Individual training records, to include leader books, are not subject to formal inspection. Exceptions are—

(1) DA Form 3479–R (Air Traffic Control Training and Proficiency Record).

(2) Aircrew training records as required by AR 95–1 and in accordance with Training Circular 1–200.

d. Each organization employing civilian personnel will maintain training records of employee training. Organizations will forward and ensure submission of training completion documentation to the official Army civilian database.

4–5. Common military training and common task test training

a. CMT program identifies common military training requirements for unit commanders' planning and training

programs because of their importance to individual soldier and unit readiness. Common military training is required for all leaders and soldiers at specific organizational levels, and proficiency in those subject areas is necessary, regardless of branch or career field or rank or grade. Common military training requirements are limited to those subject areas directed by law and HQDA. The HQDA, DCS, G–3, maintains centralized control over CMT directed training requirements and validates these requirements biennially. Appendix G and table G–1 summarize these unit common military training requirements.

b. CTT is used to evaluate soldier proficiency in the performance of common tasks. A common task is a task for which every soldier at a given skill level is responsible. All soldiers must be trained and routinely evaluated on fundamental combat and survival tasks such as individual weapons qualification, communications, NBC defense, and first aid.

(1) CTT is progressive and sequential; that is, each skill level 1 through 4 (entry through platoon levels) has common tasks selected from the appropriate Soldier's Manual of Common Tasks (Skill level 1) (SMCT 1) and the appropriate common core task list for skill levels 2 through 4 (PLDC, BNCOC, and ANCOC).

(2) All Active Army and AGR soldiers in skill levels 1 through 4 will take a CTT annually. Other unit personnel may take the CTT at the discretion of the unit commander. All RC soldiers in skill levels 1 through 4 will take the CTT every 2 years, or more frequently if desired by the unit commander.

(3) Commanders in the rank of lieutenant colonel and above are authorized to exempt individuals from the CTT when long absences due to illness, TDY, school, or similar factors prevent testing during the normal unit schedule or during a make-up period. The MACOM commander may approve requests for unit exemptions.

(4) The CTT is administered by unit leaders.

(a) Tasks selected for the CTT may be evaluated during collective field training or by setting up individual stations that test specific tasks.

(b) Unit leaders will obtain proper equipment to support testing in the hands-on mode. However, for those units unable to obtain needed equipment or support personnel for testing in a hands-on mode, commanders will select a replacement task from SMCT SL1 or the appropriate common core task list. Use of a replacement task must be approved by a commander in the rank of lieutenant colonel or above. Detailed guidance will be provided in the CTT administration manual published annually by TRADOC.

(c) A new CTT will be published annually. The test period for each CTT will be one fiscal year. The test may be given at any time during that fiscal year.

(5) The CTTs are scored locally for rapid feedback to soldiers. Results should be retained by the soldier's first line leader in their leader book as the basis for input to the commander's assessment of soldier and leader proficiency.

Section II
Military Training Programs

4–6. Soldier training courses

a. At the discretion of the unit or installation commander, military personnel or civilian employees may develop and conduct soldier training courses for support skills and technical skills. Examples include driver safety training and training to orient leaders to local requirements. Military personnel conducting soldier training courses will use programs of instruction approved by the proponent MACOM school (for example: TRADOC, AMC, or AMEDD schools). Typically, soldier training courses are courses of instruction established by unit or installation commanders to train and sustain soldier skills. Soldier training courses are characterized by a cadre of trainers assigned the task of conducting centralized training. Soldier training courses involve dedicated facilities, manpower, and training support materials. Soldier training courses may be provided by the Army Education Center. Soldier training courses not governed by this policy include:

(1) Army modernization training courses.

(2) Language training courses.

b. Soldier training courses may be established by unit or installation commanders to supplement unit training. Unit or installation commanders will validate the need for each soldier training course. Soldier training courses do not relieve commissioned officers, warrant officers, or NCOs from their roles as trainers. Accordingly, contracted soldier training courses will not be conducted for—

(1) Tactical or combat-related training that the chain of command has inherent responsibility to train (for example: rifle marksmanship, physical training, or rappelling).

(2) Leader training, such as refresher training for company commanders, executive officers, and first sergeants.

(3) Training for CTT.

(4) Training on collective tasks (for example: training for crews, teams, squads, platoons).

c. Any soldier training course (or training support materials) that is furnished by a contractor require approval of HQDA and will follow a program of instruction developed by the proponent MACOM school. The following soldier training courses are approved by HQDA for contracting, as required by unit or installation commanders:

(1) The Army Maintenance Management System Clerk Course.

(2) Prescribed Load List Clerk Course.

(3) Motor Pool Operations/Management Course.

(4) Generator Operator Course.

(5) Fuel Handlers Course.

(6) Basic Welding Course.

(7) Forklift Operator Course.

(8) Bus Driver Course.

(9) Unit Supply Clerk Course.

(10) Unit Supply Operations/Management Course.

(11) Unit Armorer Course.

(12) NBC Defense Course.

(13) Unit Postal Clerk Course.

(14) Disk Operating System Course.

(15) Word Processing Course.

(16) Database Management Course.

(17) Unit Level Logistics System Course.

d. Whenever possible, institutions recognized by one of the following accrediting agencies will be used for contracted soldier training courses:

(1) Middle States Association of Colleges and Schools.

(2) New England Association of Schools and Colleges I, Commission on Institutions of Higher Education.

(3) New England Association of Schools and Colleges II, Commission on Technical and Career Institutions.

(4) North Central Association of Colleges and Schools.

(5) Northwest Association of Schools and Colleges.

(6) Southern Association of Colleges and Schools, Commission on Colleges.

(7) Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges and Accrediting Commission for Senior Colleges and Universities.

(7) Association of Independent Colleges and Schools.

(8) Accrediting Commission for Career Schools and Colleges of Technology.

(9) Accrediting Commission of the Distance Education and Training Council.

(10) Accrediting Association of Bible Colleges.

(11) Accrediting Bureau of Health Education Schools.

(12) Council on Occupational Education.

(13) Association Theological Schools in the U.S. and Canada.

e. The individual MACOMs will establish procedures for installations to identify resource requirements for contracted training. These procedures will support and work in concert with PPBES. The ACES funds will not be used to conduct soldier training courses. Army learning center facilities may be used to support soldier training courses.

4–7. Unit leader development and training

a. In order to maintain combat ready units, the Army must develop technically and tactically competent leaders who have confidence in themselves and their subordinates. The Army leader development program includes institutional training and education, operational assignments, and self-development.

b. Unit leader development programs are implemented at battalion and higher level. The commander's leader development program must address officers, warrant officers, NCOs, and civilians and must be published, disseminated, and understood within the command. Army Regulation 350–17 establishes policies and guidelines for development and implementation of the noncommissioned officer development program in battalions, separate companies, and equivalent organizations. Army Regulation 600–100 provides background on the Army's leadership philosophy and policies. Field Manual 22–100 is the basic manual for Army Leadership. Field Manual 25–101 describes the components of a unit leader development program.

4–8. Sergeant's time training

a. Commanders must institute sergeant's time training (STT) as a regular part of the unit's training program. Sergeant's time training recognizes that certain tasks are best trained by NCOs in a small group environment. The topics selected for STT must fit into the unit's overall training program and training plans. The topics will be based on the small unit leader's assessment of training areas that need special attention. The small unit leader recommends the training to be conducted at unit training meetings. When approved by the commander, it is properly resourced.

b. The amount of time allocated for STT is not prescriptive. For units with an approved CATS, the STT should be scheduled approximately 5 hours per week. Less time may be required, if for example only one Common Core Task is

involved. The key to scheduled STT is not the time, but rather a quality training experience void of training distracters with all soldiers in the unit participating.

c. After action reviews on STT should be forwarded to the unit commander to assist unit training assessments.

4–9. Army physical fitness training in units

Policy governing the Army Physical Fitness Training Program is in chapter 1 of this regulation. Chapter 3 provides guidance for physical fitness standards during institutional training. This paragraph provides policy concerning physical fitness standards for units.

a. Commanders will conduct physical fitness training programs that enhance soldiers' abilities to complete soldier or leader tasks that support the unit's METL.

(1) Preparation for the APFT is of secondary importance. Maintenance of the military skills listed below will also be emphasized.

(a) Agility, to include fast movement in enclosed spaces (sprinting and lateral movement).

(b) Balance and controlling fear of heights.

(c) Vaulting, jumping, and landing correctly.

(d) Forced marching with loads, to include cross-country movement.

(e) Strength development activities such as rope climbing, pull ups, and resistance exercises.

(f) Crawling.

(g) Negotiation of natural and man-made obstacles (confidence and obstacle courses).

(2) Commanders may establish unit APFT mission related goals which exceed Army minimum standards. However, individuals must be aware of these goals and be able to achieve them safely through the use of normal training time and adherence to the principles of conditioning outlined in FM 21–20. Personnel who meet Army minimum standards, but fail to meet unit goals, may not be punished or disciplined. However, they may be required to participate in special conditioning programs which focus on overcoming a weakness. Commanders who establish higher goals should do so because their unit missions require soldiers to be more than minimally fit. Like-units with identical missions (companies within battalions, battalions within brigades) should have similar standards. Care must be taken by the chain of command to ensure unit goals do not arbitrarily replace Army standards.

(3) Physical performance requirements are inherent in many tasks listed in the soldier's manual for each MOS. The ability to perform MOS physical tasks is one of the criteria for graduation from IET. Soldiers in units must maintain physical fitness proficiency as part of their overall MOS proficiency.

(4) Special conditioning programs are appropriate for soldiers who have difficulty meeting unit goals or Army standards. Such programs will not be punitive; they must be designed to improve the fitness level of soldiers. Additional training sessions are not always a substitute for smart, tailored conditioning sessions and can lead to over training. Special conditioning programs will be designed to meet individual needs to overcome identified weaknesses (for example, aerobic or strength deficiency). In addition, they should encourage a healthy lifestyle.

(5) Special physical fitness programs will be tailored according to FM 21–20 and kept separate and distinct from the Army Body Composition and Weight Control Program, except for the exercise programs prescribed to assist soldiers with weight control problems. Commanders should avoid placing all soldiers that exceed body composition standards or have fitness problems in the same category with the expectation that more exercise will automatically result in decreased body composition and weight. Special programs will be employed for soldiers with physical fitness problems. Separate special programs or additional physical training is not always a solution to overcome identified weaknesses. Commanders are encouraged to place soldiers with special fitness needs into the regular unit fitness program whenever possible. These programs will not be used to discipline soldiers who may have attitude problems toward physical exercise. Master fitness trainers will be tasked by the commander to develop special programs and monitor soldiers with special fitness requirements.

(6) Competitive, intramural sports programs should complement unit physical fitness programs and be used to build esprit de corps, teamwork, and morale. Unit sports activities, however, must be sufficiently rigorous to develop some of the physical fitness components outlined in paragraph 1–21a. of this regulation. They should not substitute for a formal program of physical conditioning.

(7) Any aerobic activity which results in soldiers maintaining their training heart rate as described in FM 21–20 for a minimum of 20 minutes, three to five times per week, is adequate to maintain cardiorespiratory fitness. The intensity of each cardiorespiratory exercise session should be adjusted based on the training objective for that session. Physical training aimed at improving a soldier's muscular strength and endurance should consist of multiple sets of timed exercises. Exercises should be continued until temporary muscle failure (until the individual cannot complete another correct repetition). Muscular strength and endurance sessions should work all major muscle groups of the body. Training sessions will be conducted a minimum of three times a week. Detailed guidance is provided in FM 21–20.

(8) Commanders should design and tailor programs according to the unit METL. Battle-focused physical training will be conducted to prepare soldiers to meet the physical demands of combat, stability operations, and support operations. FM 21–20 outlines types of programs for units with different missions. Running has always been regarded

as one of the best aerobic activities. However, unless the running is balanced with strength, muscular endurance, and load-bearing exercises related to the unit mission, the program is inadequate.

(9) Physiological differences, as well as unit and individual missions, must be considered when designing programs involving soldiers of different gender. Despite the level of conditioning, cardiorespiratory and strength differences between men and women are significant. For example, women generally have to exert more effort to maintain the same pace or to do the same amount of work as men. Commanders will practice the principles outlined in FM 21–20 and apply them to maximize unit and individual soldier development. Soldiers who are pregnant or who are recovering from childbirth will not participate in unit physical fitness programs or the APFT. Pregnant soldiers are exempt from regular physical fitness training within the unit and APFT testing for the duration of the pregnancy and up to 180 days past pregnancy termination. Post-partum soldiers will be cleared by their physician's assistant prior to resuming physical fitness training or testing. Commanders are encouraged to enroll pregnant soldiers in the installation pregnancy fitness program. This program assists pregnant and postpartum soldiers in maintaining fitness throughout their pregnancy and to assist them in returning to prepregnancy fitness levels after pregnancy termination.

(10) Commanders will use FM 21–20, DA Pam 350–21, and DA Pam 350–22 when developing physical fitness training programs for soldiers. These publications provide excellent material to design and tailor programs for soldiers in all kinds of assignments.

(11) Master fitness trainers are soldiers who have completed an approved 2-week Active Army or RC Master Fitness Training Course or a special MFT program at the USMA and the USASMA. These soldiers have received intensive training in the scientific elements of physical fitness and will be used by commanders as special staff assistants to design and maintain individual and unit fitness programs. As resources and school seats allow, all units will have one Master fitness trainer per company.

b. Physical fitness testing gives soldiers an incentive to stay in good physical condition and allows commanders a means of assessing the fitness levels of their units. Accordingly, all Active Army and RC soldiers should be able to pass the APFT at any time.

(1) Physical fitness testing will not form the foundation of unit or individual fitness programs; it is simply one element of a total program. Fitness testing ensures the maintenance of a base level of physical fitness essential for every soldier in the Army, regardless of MOS or duty assignment. Unit programs must take this base level of conditioning and raise it to help meet or exceed mission-related physical performance tasks.

(2) Results of the APFT will be recorded on DA Form 705 (Physical Fitness Test Scorecard) which will be maintained for each soldier. This scorecard will be kept at a central location in the unit and will accompany the individual military personnel records jacket during PCS. Units, separate organizations, and offices will have a system to monitor performance of their soldiers.

(3) Individuals will be weighed when they take record APFTs or at least every 6 months in accordance with AR 600–9.

c. Commanders may establish incentives and unit physical fitness objectives related to their mission essential tasks.

(1) Soldiers who score 270 or above, with a minimum of 90 points per event on the APFT, and meet body composition standards will be awarded the Physical Fitness Badge for physical fitness excellence in accordance with AR 600–8–22. Soldiers are required to meet these criteria during each APFT for record to continue to wear the badge.

(2) Soldiers without medical profiles, who repeatedly fail the APFT, will be barred from re-enlistment or processed for separation from the service. Provisions for separation are in AR 600–8–24 (for officers) or AR 635–200 (for enlisted soldiers) and counterpart ARNG and USAR regulations. A repetitive failure occurs when a soldier fails a record test, the soldier is provided adequate time and assistance to improve his or her performance, and failure occurs again. (See AR 635–100 for officers who have incurred a statutory active duty service obligation because of participation in an Army-sponsored educational or training program.)

d. The Army Sports Program should supplement physical fitness programs. Many sports can be used to promote unit esprit de corps, develop a competitive spirit, increase motivation for fitness development, improve physical fitness, and add variety to unit programs. Vigorous sports such as racket games, soccer, swimming, biking, cross-country skiing, and running enhance fitness. Competitive fitness activities are outlined in FM 21–20.

(1) Commanders may plan and conduct unit-level sports activities. Morale, welfare, and recreation organizations and personnel can provide assistance.

(2) Army physical fitness facilities (gymnasiums and swimming pools) may be used in unit training programs, to include the following:

(a) Weight training.

(b) Circuit training.

(c) Hand-to-hand combat.

(d) Swimming and drown-proofing.

(3) Commanders and supervisors should permit their personnel to take part in international competitive events. Participation should be used as a way to promote physical fitness at the highest level of competition. Two international competitive events related to military physical fitness are as follows:

(a) The Military Pentathlon (shooting, obstacle running, grenade throwing, utility swimming, and cross-country running).

(b) The Confederation of Inter-allied Reserve Officers (known by French acronym CIOR) military skills competition (orienteering, obstacle swimming, shooting, obstacle running, grenade throwing, map reading, and distance estimating).

e. When conducting physical fitness training in unit formations, the commander will prescribe a uniform proper to weather conditions and the type of activity. This can include appropriate components of the athletic ensemble (Common Table of Allowances (CTA) 50–900) when issued, or it can also include battle dress trousers with undershirt or utility shirt. Female soldiers will not be required to wear the undershirt as an outer garment nor will they be required to remove the utility shirt for physical training. Commanders may authorize the wear of individually purchased athletic clothing for unit sports activities or for physical training.

(1) Testing standards are designed for soldiers wearing running shoes. Accordingly, running shoes will be worn for physical fitness testing unless individual soldiers elect to wear combat boots.

(2) Commanders should advise soldiers on how to select suitable athletic or running shoes. However, they will not require the purchase of a particular color, brand, or style.

(3) The preferred footwear for running is the running shoe. However, some physical training in well-fitted and broken-in boots, to include limited running and rapid road marching, may be appropriate. Activities conducted in combat boots should progressively increase in duration allowing soldiers to adapt to performing in boots. Training in boots will prepare soldiers for running or forced-marches over rough terrain. Commanders must consider the experience of their soldiers and their unit missions when deciding on the footwear for fitness training.

4–10. Weapons qualification training

a. Commanders will ensure individuals and crews are proficient in the safe use, maintenance, and employment of weapons and weapon systems. Individuals and crews must meet the training readiness condition levels prescribed in DA Pam 350–38, DA Pam 350–39, and appropriate field manuals. The standards listed throughout DA Pam 350–38, DA Pam 350–39, are mandatory, but the training strategies and associated ammunition requirements are not. Commanders may tailor strategies as required to allow their units to achieve standards.

(1) Participation in competitive marksmanship program activities is encouraged.

(2) Preliminary marksmanship training will be conducted before instructional or qualification firing of weapons. Examples of marksmanship fundamentals are: target detection, range estimation, shot grouping, battlesight zeroing, crew drill, weapons maintenance, night firing, and firing in mission-oriented protective posture (MOPP) 4 configuration.

(3) Training on simulators and subcaliber ranges is encouraged before qualification.

(4) The following additional guidance applies for weapons training and qualification:

(a) The preferred qualification method is on a full-scale, standard record fire range utilizing standard combat ammunition.

(b) Alternate qualification courses may be used when a standard record fire range is not available.

(c) Ammunition issued for instructional and qualification firing must be accounted for in accordance with AR 190–11.

(5) Exemptions from weapons qualification are as follows:

(a) Army Medical Department personnel and non-AMEDD personnel in medical units will train and qualify with individual small arms (pistols and rifles). These personnel are not required to train and qualify on crew-served weapons. However, AMEDD personnel attending training at NCOES courses will receive weapons instruction that is part of the curriculum. This will ensure that successful completion of the course is not jeopardized by failure to attend the weapons training portion of the curriculum.

(b) Chaplains and individuals classified 1-A-O (conscientious objectors).

(c) Cadets at the USMA, except when directed by the Superintendent.

(d) Individuals in duty positions not assigned individual weapons.

b. Qualification with the individual weapon is a prerequisite for assignment to a hostile fire zone, except as stated in para 4–10a(5)(b) of this regulation.

c. The TRADOC develops doctrine and policies for weapons training and qualification for the training base. Before completing IET, personnel not excused by proper authority will qualify on a standard record fire range with the standard type U.S. Army rifle or the weapon with which they will be armed.

d. Qualification badges will be awarded in accordance with AR 600–8–22.

e. Unit commanders will designate and train soldiers to operate, as an additional duty, crew-served weapons for which crews are not identified in the authorization document (for example, .50 caliber and M60 machine guns). Qualification with crew-served weapons will be in accordance with applicable training literature for those weapons.

f. Individual qualification with weapons will be recorded on DA Form 2A (Personnel Qualification Record, part I) or DA Form 2–1 (Personnel Qualification Record, part II). (See AR 600–8–104.) Commanders conducting training will

provide the custodian of personnel records with information on qualification firing so it can be included in the Personnel Qualification Records.

g. Familiarization firing is not authorized.

4–11. Nuclear, biological, and chemical defense training

a. Unit NBC defense training will ensure that soldiers, leaders, and units achieve and maintain proficiency in combat operations under NBC conditions. Individual soldiers, leaders, and units will achieve and maintain the standards for NBC defense tasks described in MTPs, drills, and STPs.

(1) The NBC defense tasks, such as contamination avoidance, protection, and decontamination doctrine, will be integrated into unit mission training through the following actions:

(a) Commanders will analyze their missions and train to accomplish them in an NBC environment.

(b) Selected FTXs and CPXs will include NBC operations against an OPFOR with a capability of employing NBC weapons equal to the capability attributed to the threat force.

(c) Evaluations of units must measure how well a unit performs its missions and tasks, and how well it performs in an NBC environment for an extended period.

(2) Unit NBC weapons defense training should include every aspect of chemical warfare operations. Modern NBC weapons can affect large areas. Therefore, the impact of their employment and their residual effects on the organization for combat, disposition of forces, scheme of maneuver, and support requirements must be thoroughly understood.

b. The NBC defense standards are published in soldier's manuals, STPs, MTPs, and civilian training plans. Civilian personnel expected to deploy with Army units will be trained to the same NBC standards as military personnel.

c. To enhance NBC defense training at the unit level, every tactical company, battery, or troop will have an NBC defense officer and NCO (MOS 54B). The NBC NCO is the unit commander's principal NBC defense trainer and advisor on NBC defense operations and training, and NBC defense equipment maintenance.

(1) Those table of distribution and allowances units authorized NBC defense equipment are required to conduct NBC defense training and will appoint an NBC NCO.

(2) The unit (company, battery, or troop) NBC defense officer and NCO must successfully complete the NBC Defense Course developed by the U.S. Army Chemical School. This course may be taken at area or post NBC schools, TASS schools, or the U.S. Army Chemical School. Branch trained NBC officers or NCOs are not required to be graduates of the course. Prerequisites for personnel attending the NBC defense course are shown below.

(a) Promotable specialist or promotable corporal and above.

(b) Skill technician score of 95 or general technical score of 100.

(c) Retainability of 1 year in unit (can be waived in short-tour areas only).

(3) The NBC defense training must be fully integrated into unit exercises (combat, CS, CSS, and command and control) for both offensive and defensive operations. Realistic training requires that enemy doctrine and capabilities for the employment of NBC weapons be understood and used to enhance mission performance in an NBC environment.

(4) Defensive NBC warfare operations will be fully integrated into exercise situations. This integration will develop and test the capability of commanders, staffs, and units to perform their missions under extended NBC conditions. Unit proficiency will be determined by having the unit accomplish its mission under NBC conditions during external and internal evaluations to MTP standards. (See FM 3–100.)

(5) Units will conduct weapons qualification on individual and crew-served weapons with personnel wearing MOPP 4, in accordance with DA Pam 350–38 and DA Pam 350–39.

(6) Contamination avoidance, protection, and decontamination training will be conducted as described below.

(a) Monitoring for NBC hazards is a unit responsibility. Leaders direct monitoring efforts. The commander will ensure that the appropriate section, squad, or platoon has personnel trained to operate and maintain the assigned NBC defense equipment.

(b) Planning and control of radiological and NBC surveys and biological sampling will be done at battalion and higher levels.

(c) Individuals will be trained on basic decontamination tasks using individual and unit decontamination equipment. Leaders at all levels will ensure their units are proficient in operational and thorough decontamination procedures.

(7) Personnel will be trained on the proper procedures for entry and exit of collective protection equipment.

(8) Operation and maintenance of individual and unit NBC equipment are the duties of both leaders and soldiers. Operators of unit NBC defense equipment will be trained to perform operator maintenance and serviceability criteria checks on the assigned equipment.

(9) Emergency essential Army civilians will be trained in NBC survival skills. Emergency essential contractor personnel and local nationals of foreign host countries will be trained in accordance with applicable contracts and host nation agreements.

(10) Units will integrate, as appropriate, the use of smoke and flame to support mission related training.

4–12. Combat lifesaver training

a. Immediate, far-forward medical care is essential on a widely dispersed and fluid battlefield to prevent soldiers from dying of wounds. Medical personnel may not be able to reach and apply lifesaving measures to all wounded soldiers in a timely manner. The combat lifesaver is a nonmedical soldier trained to provide lifesaving measures beyond the level of self-aid or buddy-aid. A properly trained combat lifesaver is capable of stabilizing many types of casualties and can slow the deterioration of a wounded soldier's condition until medical personnel arrive. Functioning as a combat lifesaver is a secondary mission undertaken when the tactical situation permits.

(1) Combat lifesaver training is conducted at the unit level using instructional material (written and performance tests) furnished in the correspondence course. Training and testing will be conducted in accordance with the tasks, conditions, and standards established by AMEDD.

(2) Unit training managers are not authorized to augment correspondence course material, change the length of the course, or increase or delete items contained in the combat lifesaver aid bag. Combat lifesavers must be recertified every 12 months at unit level.

(3) Corps/divisions/brigades and separate brigade-sized units will implement combat lifesaver training within their commands and designate a staff surgeon responsible for supervising their combat lifesaver programs.

(4) Selected unit personnel will be enrolled in the Combat Lifesaver Training Course in accordance with DA Pam 351–4. Student and instructor materials printed by the Army Training Support Center are shipped to the primary instructor.

(5) Combat lifesaver training will be conducted in accordance with guidelines contained in this regulation and training materials provided by the Combat Lifesaver Correspondence Course. (See DA Pam 351–20.)

(6) Each squad, crew, or equivalent-sized deployable unit will have at least one member trained and certified as a combat lifesaver.

b. All Class VIII supplies and materials required for combat lifesaver training will be requisitioned through normal supply channels.

c. Proof of combat lifesaver course completion will be placed in the soldier's military personnel records jacket in accordance with AR 600–8–104.

4–13. Code of conduct and survival, evasion, resistance, and escape training

a. All soldiers and leaders require training on the Code of Conduct and SERE, as noted below (AR 350–30 prescribes the subject matter for training at each level):

(1) Level A training is that training included in IET.

(2) Level B training, which is conducted in units for all personnel operating (or anticipated to operate) forward of the division rear boundary and up to the forward line of own troops (FLOT), will be given one time to those individuals considered vulnerable to exploitation. Commanders will coordinate with the servicing military personnel office to determine which personnel have not had the training.

(3) Level C training will be conducted only at the Resistance Training Laboratory operated by the USAJFKSWC&S. Units receive training seats from higher headquarters based on allocations that MACOMs receive through ATRRS. Level C training is conducted for:

(a) Soldiers whose wartime position, MOS, or assignment has a high risk of capture and whose position, rank, or seniority make them vulnerable to greater than average exploitation efforts by a captor. Examples include personnel who operate forward of the FLOT, such as special forces, pathfinders, aviators and flight crew members, and members of ranger units.

(b) Personnel who, because of assignment or mission during peacetime, have a high risk of being taken hostage by terrorists or being detained by a hostile government in a peacetime environment. Examples include special forces, military attaches, and members of ranger units.

(1) Training level status can vary with MOS, grade, security clearance, or unit assignment.

(2) Upon completion of level B or C training, unit commanders will ensure personnel records (DA Form 2 or DA Form 2–1) are annotated to reflect the level of training received.

b. The MACOM commanders select personnel for training at the appropriate level (B or C), but may delegate selection authority to commanders of divisions and separate brigades. Commanders select soldiers for training based on the following three factors:

(1) Risk of capture.

(2) Risk of exploitation for information of intelligence value or propaganda purposes.

(3) Captor's or detaining power's assessment of the captive's usefulness and value.

c. Unit personnel managers consider level C training requirements before assigning an individual to an operational unit. This includes soldiers who will be assigned to special forces, ranger, and pathfinder units. It also includes soldiers assuming flying status whose positions require level C training.

d. Code of Conduct and SERE training in units will address subject matter tasks identified in AR 350–30 and be conducted under the guidelines and training support materials published by USASOC (Commander, USAJFKSWC&S,

ATTN: AOJK-DT-SF, Ft Bragg, NC 28307–5000). This training will reinforce the principles set forth in the Geneva Convention of 1949 (relative to the treatment of prisoners of war) and the Hague Convention No. IV of 1907.

(1) Training will emphasize the practical application of SERE techniques and simulate current missions and contingency plans (including anticipated geographical areas of deployment). This will allow inclusion in training of the specific characteristics of a country, such as(

(a) Appropriate cultural information.

(b) Potential enemy practices.

(c) Special aspects of prisoner of war survival and evasion peculiar to the environment and geographical location.

(2) This training will be integrated, as appropriate, into unit training activities and field exercises. Commanders should adapt level B training to the specific needs of their unit. Subject matter can be integrated into field training exercises and unit external evaluations. In addition, unit training programs and field exercises will provide opportunities for integrated practical application of SERE training by rescue forces. Maximum combat realism will be applied to tactical exercises consistent with good safety practices. However, the use of simulated prisoner of war compounds and resistance training laboratories by other than USAJFKSWC&S to teach Code of Conduct and SERE training is prohibited.

4–14. Law of war training

a. Soldiers and leaders require law of war training throughout their military careers commensurate with their duties and responsibilities. Prescribed subject matter for training at the following levels is specified in paras 4–14*b-d* of this regulation.

(1) Level A training is conducted during IET for all enlisted personnel and during basic courses of instruction for all warrant officers and officers.

(2) Level B training is conducted in units for officers, warrant officers, NCOs and enlisted personnel commensurate with the missions of the unit.

(3) Level C training is conducted in TASS.

b. Level A training provides the minimum knowledge required for all members of the Army. The following basic law of war rules (referred to as "The Soldier's Rules," which stresses the importance of compliance with the law of war) will be taught during level A training:

(1) Soldiers fight only enemy combatants.

(2) Soldiers do not harm enemies who surrender. They disarm them and turn them over to their superior.

(3) Soldiers do not kill or torture enemy prisoners of war.

(4) Soldiers collect and care for the wounded, whether friend or foe.

(5) Soldiers do not attack medical personnel, facilities, or equipment.

(6) Soldiers destroy no more than the mission requires.

(7) Soldiers treat civilians humanely.

(8) Soldiers do not steal. Soldiers respect private property and possessions.

(9) Soldiers should do their best to prevent violations of the law of war.

(10) Soldiers report all violations of the law of war to their superior.

c. Unit commanders will plan and execute level B law-of-war training based on the following:

(1) Training should reinforce the principles set forth in The Soldier's Rules.

(2) Training will be designed around current missions and contingency plans (including anticipated geographical areas of deployment or rules of engagement).

(3) Training will be integrated into unit training activities, field training exercises and unit external evaluations. Maximum combat realism will be applied to tactical exercises consistent with good safety practices.

d. Army schools will tailor law of war training to the tasks taught in those schools. Level C training will emphasize officer, warrant officer, and NCO responsibilities for:

(1) Their performance of duties in accordance with the law of war obligations of the United States.

(2) Law of war issues in command planning and execution of combat operations.

(3) Measures for the reporting of suspected or alleged war crimes committed by or against U.S. or allied personnel.

4–15. Joint Airborne/Air Transportability Training

a. The objectives of the JA/ATT Program are to—

(1) Enhance readiness of Army forces through improved joint Air Force and Army training.

(2) Practice strategic and tactical airlift planning, air loading, airdrops, air deployment, and assault airland techniques and procedures.

(3) Improve the quality and quantity of airdrop (heavy equipment and personnel) techniques and assault airland training.

(4) Strengthen the Air Mobility Command Affiliation Program.

b. The following policy guidance pertains to Army involvement in JA/ATT missions:

(1) In planning, requesting, and conducting JA/ATT missions, all MACOMs and HQDA agencies will comply with the policies contained in this regulation and appropriate Air Mobility Command guidance. (See appendix H.)

(2) The following missions are authorized in the JA/ATT Program:

(a) Airdrop personnel and cargo, to include basic airborne qualification jumps.

(b) Assault airland operations.

(c) Static load training for units tasked to perform air transportability missions.

(d) Joint development or certification of new and modified equipment or operational procedures.

(e) Combat support training, examples of which include flare drops, leaflet drops, unconventional warfare activities, and joint airborne communications and command post employments.

(f) Other missions as agreed to by the Air Mobility Command and the supported commander.

(3) The following missions are not authorized under the JA/ATT Program:

(a) Unilateral Army training using airlift primarily as a mode of transportation from one location to another.

(b) Point-to-point air transportation not involving airdrop, assault airland, or air transportability training.

(4) Transportation of personnel and equipment to and from CTCs will be programmed and budgeted as a transportation requirement and not under the JA/ATT Program. Procedures for requesting a Special Assignment Airlift Mission for transportation purposes are in AR 59–9.

(5) Requests for commercial transportation will not be submitted unless all actions to obtain military airlift are terminated.

c. Major commands will implement these policies within their regulations. Further, MACOMs will establish procedures by which JA/ATT programs will operate in accordance with Air Mobility Command Operation Order 17–76. Air Mobility Command's procedures have precedence during crisis situations.

4–16. Amphibious training

a. The Army's amphibious training objectives are—

(1) To train appropriate Army personnel in joint amphibious operations, maintain the capability to conduct these operations, and maintain a pool of officers and enlisted personnel trained in amphibious techniques and operations.

(2) To familiarize Army units with the techniques and procedures of amphibious operations peculiar to each unit's organization and mission.

(3) To establish a system to coordinate, develop, and test doctrine, tactics, techniques, and equipment needed for Army amphibious operations.

(4) To provide Army participation in joint planning, development, testing, and training with the USN and USMC.

b. Direct coordination between MACOMs and the other services is authorized and encouraged. Maximum use will be made of USN and USMC facilities. The following criteria apply:

(1) As far as practical, units will conduct their own amphibious training.

(2) If formal training by subject matter experts is warranted, maximum use will be made of amphibious courses conducted by the USN and USMC.

c. The MACOMs will submit requirements for fleet support directly to the supporting Fleet Commander, Attention: N–3.

4–17. Antiterrorism and force protection

The purpose of AT/FP training is to raise the overall level of awareness throughout the DOD. Training for AT/FP will not take the place of biannual Subversion and Espionage Directed Against U.S. Army and Deliberate Security Violations training requirements. The Army has four levels of AT/FP training; level I-Individual Awareness Training; level II-AT/FP Officer Training; level III-Battalion Commanders/Selects; level IV-Installation Commanders and Senior Executive Training.

a. Level I training must be accomplished within 6 months prior to deployment or travel by soldiers, civilian employees, DOD contractors, and family members on U.S. Government orders outside the 50 United States, its territories, and possessions. The minimum training requirements for level I, Individual Awareness Training, are:

(1) The soldier must have received training on individual and unit protective measures, hostage survival techniques, terrorist surveillance detection and threat condition measures.

(2) Soldiers must have undergone an AOR update for the area traveled, view AT/FP awareness videos and received awareness handouts, the army wallet card (GTA 21–3–11), "Individual Protective Measures," (GTA 19–4–3, July 97), or a combatant commander/HQDA equivalent.

b. Level II training occurs at service schools or through the use of Mobile Training Teams. Level II training prepares individuals in the rank of SSG through MAJ to manage a unit's antiterrorism/force protection program, serve as the AT/FP advisor to the unit commander, and provide level I training at the unit level.

c. Level III training is executed at PCC, garrison commander, installation, and general officer training courses.

Instruction provides commanders with knowledge, skills, and abilities necessary to implement the Army's Force Protection Program.

d. Level IV training is an executive-level seminar that focuses on AT/FP programs, policy, planning, and execution. The seminar includes a tabletop AT/FP war game that facilitates interaction and discussion on power projection, weapons of mass destruction, threat condition management, and implementation of AT/FP actions.

e. Units will integrate AT/FP training into unit training programs. Unit commanders must ensure that AT/FP training is documented in the individual's training records.

4–18. Postmobilization training

a. Postmobilization training completes training on critical tasks not trained during premobilization training and validates a unit for deployment. During peacetime, the unit commander and the immediate wartime commander distinguish critical mission essential tasks which will be trained during premobilization and postmobilization. The goal for RC units is to be trained on all pre-mobilization tasks prior to mobilization.

b. Upon the unit's arrival at the mobilization station, the mobilization station commander will assess unit proficiency in mission essential tasks identified for premobilization training. Unit commanders, in coordination with mobilization station commanders, plan training to address deficiencies identified in the assessment and to address mission essential tasks deferred to post-mobilization training. The unit commander, assisted by a mobilization assistance team, takes the unit through appropriate post-mobilization training. The exact training will vary among units depending on the premobilization deficiencies identified during assessment and the training plan developed for post-mobilization training. Training may include CTT/MOS tasks that contribute to collective task accomplishment.

c. The unit commander plans and executes training. The mobilization station commander provides facilities and resources for conducting post-mobilization training. Reserve Component commanders must plan for the conduct of training after mobilization and before deployment. Post-mobilization training time is used to train on tasks deferred to post-mobilization, as identified in the annual input to the FORSCOM Mobilization Deployment and Planning System (FORMDEPS). Reserve Component units should arrive at the post-mobilization station trained at the required level to enable them to immediately train on tasks deferred to post-mobilization. As needed, postmobilization training corrects deficiencies in tasks not deferred to post-mobilization training. Based upon HQDA, ODCS, G–3, guidance, postmobilization training time may be used to enhance or sustain unit capabilities.

d. Proficiency on premobilization tasks is critical to supporting post-mobilization training. The objective of premobilization training is to establish a level of proficiency that provides the foundation for execution of the post-mobilization plan culminating in validation for deployment. Premobilization training concentrates on training to standard on a select number of critical mission essential tasks. Focus may be on squad/crew/platoon level proficiency for specific tasks, depending upon the training guidance provided by the next higher wartime commander. Premobilization tasks provide the foundation for higher level unit training during postmobilization.

e. The unit and next higher wartime commander identify tasks to be trained after mobilization. Post-mobilization training tasks are provided in FORMDEPS.

f. HQDA required mobilization exercises are as follows:

(1) The limited notice 200K presidential callup exercise occurs annually for a selected portion of the 200K force package. It focuses on home-station activities.

(2) The mobilization station surge exercise tests the mobilization station with its full complement of mobilizing units and tests the station's capability to sustain operations during a high stress phase.

(3) The mobilization station CPX provides the mobilization station commander and staff an opportunity to exercise and review mobilization policies and procedures.

g. Postmobilization training and support requirements are—

(1) Virtually all units will require additional resources upon mobilization to complete preparation for their wartime mission. The mobilization planning system provides for annual calculation of resources needed by mobilizing units and includes the planning necessary to ensure the resources will be available at mobilization stations. Commanders, down to battalion or separate company or detachment level, will establish and maintain post-mobilization training and support requirements in accordance with FORMDEPS. Postmobilization training and support requirements include ranges, ground maneuver areas, training ammunition, and additional training assistance as needed.

(2) The ARNG-sponsored mobilization and deployment readiness exercise provides an excellent vehicle for phases I, II, and III evaluation. It may serve as a model for requesting administrative, logistical, and movement support.

h. During home-station activities, RC units must list all critical administrative and logistical activities (and individual and collective training, if time permits) covering the period spent at home station. This list is expanded into a training schedule (phase III).

Chapter 5
Army Modernization Training

Section I
Introduction

5–1. Policies and procedures
This chapter prescribes policies and procedures for AMT. It also—

a. Provides for the identification of training requirements early in the acquisition process to support new, improved, and displaced equipment.

b. Provides guidance for user training to operate, maintain, and employ new, improved, and displaced equipment.

c. Provides guidance for commanders and unit staffs on planning and executing AMT.

d. Ensures an orderly transfer of knowledge on the operation and maintenance of new, improved, and displaced equipment from the materiel developer or provider to testers, trainers, and users.

e. Ensures flexibility for unit modernization and deployment as part of AMT.

f. Ensures training for commanders and staffs on employment, interoperability, and management of new, improved, and displaced materiel systems, as applicable.

g. Ensures AMT requirements are included in the System Operational Requirement Document, System Training Plan, New Equipment Training Plan and the System MANPRINT Management Plan (SMMP).

h. Emphasizes use of distance-learning training products to minimize the AMT impact on Army manpower and other resource requirements, as required.

i. Ensures execution of AMT as part of the Army's overall training strategy whenever a training requirement is identified.

j. Examines all training-delivery techniques to ensure that the most training- effective and resource-efficient method is used.

k. Designates the AMTAS as the official AMT database.

l. Ensures the availability of effective multimedia training support packages to support AMT.

m. Ensures English as the official language for all training and products associated with the AMT process.

5–2. Army modernization training process
Army modernization training is the composite of new-equipment training (NET), displaced-equipment training (DET), doctrine and tactics training (DTT), and sustainment training (ST) in conjunction with unit modernization and deployment and proponent training to support new, improved, and displaced systems. NET deals with new-to-the-Army equipment. DET fielding is a redistribution of previously fielded Army equipment from one organization to another. This equipment may be new to the gaining unit, but it is not new to the Army. DET is funded from operations and maintenance appropriations. The four training elements that comprise the Army modernization training process and the key players that work closely together to ensure the success of AMT are described below:

a. NET. The initial transfer of knowledge on the operation and maintenance of new and improved equipment from MATDEV to the tester, trainer, supporter, and user.

b. DET. Training provided by the system manager (SM) on previously fielded equipment that is scheduled for redistribution within a MACOM or among several MACOMs or components as a result of the Army Modernization process.

c. DTT. Training provided by the training developer on employment, tactics, and interoperability of new or displaced equipment as a result of improved equipment capabilities.

d. ST. Individual and collective training conducted by and within a unit, or organization, upon completion of NET or institutional training to ensure continued expertise on the operation, maintenance, and employment of fielded equipment.

e. MATDEV. The agency responsible for research, development and production validation of a system. (Program Executive Officers, Program Managers, and Class I, II, and III level managers wear the materiel developer label. However, their functions differ.)

f. NET manager. Functional personnel within the U.S. Army Materiel Command and the U.S. Army Medical Department who serve as the SMEs for NET. Functional responsibilities encompass acquisition, development, and the coordination and conduct of NET. The term applies to supervisory personnel, action officers, and instructor personnel within a NET activity.

g. SM. The SM is the Army functional element charged with the fielding mission and to plan, program, budget, and execute the funding. The SM may be a program manager under a program executive officer, a manager under the U.S. Army Materiel Command or another MACOM, or manager for a system procured directly by the RCs.

h. CBTDEV. The agency that determines warfighting requirements to achieve future operational capabilities. CBTDEV develops materiel requirement documents and serves as the user's representative in the materiel acquisition

process. CBTDEV is the integrator of doctrine, training, leader development, organization, and soldier requirements and products.

i. TNGDEV. The agency that determines training requirements and formulates, develops, and documents training concepts, strategies, and plans. Serves as the user's representative during System training program development and acquisition.

Section II
New Equipment Training

5–3. New equipment training objective
As a primary component of AMT, NET will assist commanders to achieve operational capability in the shortest time possible. It supports unit modernization and deployment. Organizations scheduled for OCONUS deployment should receive NET in CONUS before deployment. This will eliminate the requirement for new equipment and associated training at OCONUS sites.

5–4. New equipment training policy
In accordance with guidance from the designated PEO or PM, and in coordination with the trainer, tester, and user, the NET manager will—

a. Begin planning for NET at the onset of program initiation.

b. Conduct NET on new and modified equipment as required for PEOs and PMs on a reimbursable basis.

c. Review Basis of Issue Plan Feeder Data (BOIPFD) for new and improved equipment in accordance with AR 71–32.

d. Prepare a QQPRI document in accordance with AR 71–32.

e. Include training on system software, training devices, and supporting documentation during the conduct of NET, as required.

f. Coordinate NET funding requirements with designated PEOs and PMs.

g. Prepare a NETP for each system requiring NET within 30 days of forwarding a QQPRI Data Interchange Package to TRADOC through the U.S. Army Force Management Support Activity (USAFMSA).

h. Employ the most cost-effective and feasible training strategy to conduct NET.

i. Ensure embedded training requirements and computer-based instruction are developed in accordance with the system ORD during the initial development process.

j. Coordinate training requirements with MATDEV, TNGDEV, CBTDEV, testers, and user MACOMs and ensure the training products are validated before the conduct of NET.

k. Provide support as necessary for ST and DET.

l. Conform to Government standards of conduct when procuring NET services from contractor personnel.

m. Provide matrix support for NET throughout the life cycle of the designated System or equipment while remaining an integral part of the NET functional environment.

n. Provide NET support for other military departments for multiservice systems or equipment when the Army is the lead service.

o. Develop NET products in accordance with the Systems Approach to Training and Army training support design standards.

5–5. Planning for new-equipment training
Planning for NET covers the spectrum of the life-cycle management model. It should address all training applicable to the equipment or system and its software, to include the use of training aids, devices, simulators, and simulations and distance-learning techniques throughout fielding. Factors that influence the time frame of the NET mission are the complexity of the system, learning decay of critical tasks for the system, extended distribution plans, procurement strategy and the type of system. Planning for NET should be initiated upon receipt of the ORD and STRAP. The key areas for NET development are: the review of the requirements documents and STRAP; preparation of the QQPRI, NET plans, contract requirement packages, and TSPs; development of budgetary requirements to support training development; and the fielding of the new, improved, or modified equipment.

5–6. Requirements and planning documents
a. Requirements documents are instruments used to initiate the acquisition of new and modified equipment. They also initiate NET planning. The CBTDEV and TNGDEV generate the requirements that warrant the acquisition of a new materiel or product improvement for existing systems. However, these requirements may emanate from higher authority, such as a joint service acquisition program. These requirements are articulated in a number of documents that support the development of future operational capabilities under the Army's requirements determination process governed by AR 71–9.

b. Materiel developers provide a copy of the requirements document to the NET manager for review of the training requirements within 30 days upon receipt. The NET manager will—

(1) Review the requirements document for training requirements and impacts.

(2) Develop and evaluate the training strategy in coordination with the training and combat developers.

(3) Project manpower and funding requirements.

c. Materiel developers prepare BOIPFD and QQPRI documents. The BOIPFD is a planning document that lists the number of items or equipment to be issued to a unit or activity. It also includes the personnel changes that may result from the introduction of new, improved, or modified equipment. A basis of issue plan may be amended at any time during system development when new or updated information becomes available. The QQPRI describes the system, its capabilities, and the manpower and skills necessary to operate and maintain the system by occupational specialty and level of maintenance. Information contained in the QQPRI is used to project manpower requirements, personnel selections, and training requirements, and to restructure tables of organization and equipment (TOE). The NET Managers use data contained in the QQPRI as a baseline to support the development of NET plans. The NET manager will—

(1) Review the BOIPFD for program milestones, system description, system deployment, recommended quantity, and submit recommended changes to the PEOs and PMs, as required.

(2) Prepare the QQPRI in accordance with AR 71–32.

(3) Forward the completed QQPRI to TRADOC through the USAFMSA according to the time frames and guidelines established in AR 71–32.

(4) Ensure the QQPRI is forwarded to USAFMSA through the Army Materiel Plan Modernization system.

d. Materiel developers prepare the new equipment training plan (NETP). NETP is a management tool used by NET managers to plan, coordinate, project, and document NET requirements. NETP ensures all actions are identified and implemented for successful and comprehensive training programs on new and modified equipment. NETP should address, as applicable, training for staff planners, data collectors, testers, test players, trainers, supporters, and users, to include strategies for implementing training. NETP is a living document that is maintained in the AMTAS database in accordance with DA Pam 350–40. All unclassified NETPs are developed, processed and stored in the AMTAS database. Only the header information for classified NETPs is stored in AMTAS. NETP is created by the NET manager and is based upon information contained in the ORD and other documents (such as STRAP, SMMP, and QQPRI) and input from other organizations that are responsible for various sections of the NETP. The NET manager is the NETP owner with authority to accept and reject proposed changes to the content of NETP. The NET manager will—

(1) Develop and prepare a draft NETP using AMTAS in accordance with DA Pam 350–40.

(2) Identify NET support for new, improved, or modified equipment.

(3) Identify training courses, strategies, locations, NET team members, facilities, and affected occupational specialties etc.

(4) Estimate travel, per diem, and TDY costs in support of NET.

(5) Estimate contractor expenses, prepare independent Government cost estimates, and budget requirement packages.

5–7. Contractual requirements

a. Development of NET course materials and the conduct of NET may be accomplished by the Army or by contractor personnel. When NET strategies incorporate the use of contractors, the NET manager will serve as the NET Contracting Officer's Technical Representative (COTR).

b. Properly prepared contractual documents (for example, the request for proposal, SOW, and contract data requirements list) are essential to ensure the required services and products are procured and delivered in a timely manner. As the NET COTR, the NET manager will—

(1) Respond to data calls from the PEO and PM.

(2) Develop the training SOW in coordination with the training developer.

(3) Coordinate contract requirements with the contracting officer/specialist.

(4) Participate in source selection evaluation boards as the SME for training, as required.

(5) Conduct an initial training review conference with contractor personnel no later than 30 days after contract award unless there is a mutual agreement between the NET manager, PEO or PM, and the contractor to reschedule.

(6) If NET is developed and conducted in-house by the Army, MATDEV or provider will train NETT at the initiation of Defense Acquisition Milestone Decision Review (MDR) Milestone II.

5–8. Training support package

a. A TSP consists of, but is not limited to, end items, major assemblies, training, spare parts, major repair parts, special tools, test equipment, programs of instruction, and technical manuals necessary to support trainers. Upon completion of NET, the user will be provided with a TSP that will include, as a minimum, programs of instruction,

lesson plans, diagnostics, and other training support products necessary to permit the unit to develop and conduct an effective and efficient ST program.

b. When required, multimedia training materials will conform to Army design standards and will be developed using the Army standard courseware design tools. The NET manager will—

(1) Plan, develop, and acquire TSPs necessary to execute NET and support unit ST upon completion of NET.

(2) Evaluate training development and provide a list of required support equipment to the PEO or PM before Defense Acquisition MDR milestones II and III, or type classification milestone II or III.

(3) Review and evaluate the training support package semiannually to ensure that it will satisfy training goals and objectives and provide a quality training program.

(4) In accordance with the approved ORD and approved Program Baseline, MATDEV in coordination with the proponent and gaining MACOM, will program and budget for development of the system TSP.

(5) TNGDEV will incorporate elements of the TSP into the institutional training base.

5–9. New equipment training planning considerations
When planning for NET, the following factors must be taken into consideration:

a. The technical complexity of the equipment and its similarity to previously fielded Systems.

b. Current state of the training base to support the equipment.

c. Impact on training by interim contractor maintenance support and warranty restraints on equipment and systems.

d. The fielding rate and depot-level maintenance training requirements in support of NET.

e. The availability of trainers in the gaining units to proliferate training, the quality and quantity of personnel to be trained, and the effect on unit readiness.

f. Available training aids, devices, equipment, ranges, facilities, and materials, including visual information products.

g. The environment in which the system is to be employed.

h. The capabilities and dispersion of RC units and the affected members of the IRR.

i. The increased costs associated with RC NET or DET due to unit dispersion.

j. Fiscal and manpower resources.

k. Ammunition and consumables to support NET.

l. Foreign language requirements for foreign national and host nation personnel.

m. The need to establish project development identifiers and project skill identifiers in accordance with DA Pam 611–21.

5–10. Conducting new equipment training
NET will be conducted in accordance with one or more of the following strategies:

a. New equipment training teams: training provided by a group of experienced individuals with varying specialties for initial training on the maintenance and operation of new and modified equipment. A NETT team can consist of military, Government, and contractor personnel, or a combination of each. Delivery of NET by a NETT can occur in one of the following modes:

(1) Leader training: training provided to selected unit leaders from the user MACOM who, depending upon the complexity and density of equipment, and availability of training facilities, will train other personnel or units. This training may be conducted at a MATDEV site, or the installation receiving the equipment.

(2) Key personnel: training provided to a select number of key personnel responsible for operating and maintaining low-density Systems. Training and cost effectiveness will dictate the number of locations where training will be conducted.

(3) Organizational training: training provided for personnel assembled for unit training at one location following advanced individual training. This training can be conducted at a selected station or at the training base, and thereafter, integrated into unit training.

(4) Total unit training: training provided to all assigned operators and maintainers of a gaining unit for complex equipment that is critical to unit readiness. This is the least desirable strategy because it requires a large NETT for an extended period.

(5) Contractor NET: training performed by contractors and managed by the NET manager. This training may be conducted at a contractor facility, unit location, or at a resident training installation.

(6) Institutional training: training performed by the Army's institutional training base providing sufficient graduates (both initial entry and first-line supervisor) in time to support the fielding of new equipment.

(7) Distance learning: delivery of training to soldiers and units through the application of multiple means and technology. The amount and kind of training appropriate for distance learning application will be determined by the tasks to be trained. Distance learning allows students, leaders, and units centralized access to essential information and training. It represents a powerful capability in which the proper balance of course content and delivery technologies are provided when and where they will have the greatest impact on force readiness. It can include print, videotape, and video teletraining or a combination of each. It also includes IMI which entails using computers to present training.

Distance learning should be considered for NET when it is cost-effective. Exceptions may be required for security reasons or the need to observe hands-on performance.

(8) Embedded training: training capability built in, strapped on, or plugged into new or improved systems. Embedded training capabilities will be evaluated and considered as a preferred means to incorporate training subsystems into the development and follow-on product improvement programs for Army materiel systems.

b. During conduct of NET, both the NET manager and NETT are required to perform an array of tasks to ensure quality training during fielding. These tasks are coordinated with the PEO and PMs, the TNGDEV, and CBTDEV throughout the NET cycle. NET Managers will—

(1) Review or update BOIPFD, QQPRI data and NET plans, as required.

(2) Review or update program source documents, as required.

(3) Monitor contractual training efforts.

(4) Oversee and evaluate development of training materials and ensure compatibility with applicable publications and ensure validation of all System training support products.

(5) Forecast NETT funding requirements in coordination with the PEOs and PMs.

(6) Manage overall NETT requirements.

(7) Determine qualifications for NET course attendance.

(8) Coordinate or monitor conduct of training by NETT members.

(9) Coordinate NET requirements with key players.

c. NETT members will:

(1) Conduct NET as prescribed in the NET plan.

(2) Conduct premission and postmission briefings with the gaining commands.

(3) Set up classrooms and coordinate other required training facilities with the gaining command.

(4) Perform necessary administrative functions.

(5) Assist the gaining command in certification and qualification training.

(6) Update training materials as required.

(7) Ensure NET TSPs are provided to the gaining command for ST.

d. MATDEV will coordinate the funding requirements for conduct of NET with the proponent and gaining MACOM.

5–11. Termination of NET

a. The NET manager, in coordination with the PEOs and PMs, CBTDEV, and TNGDEV, will recommend termination of NET when the program is canceled or the training milestones are completed.

b. The NET manager will initiate the termination of NET for a system as follows:

(1) Request written concurrence from the appropriate MACOM or CNGB, or CAR.

(2) Submit a written NET plan retirement request to HQDA, ODCS, G–3.

(3) Request retirement through the AMTAS to HQDA, ODCS, G–3.

5–12. Funding for new equipment training

a. Funding appropriations for NET will be in accordance with DFAS 37–100.

b. The NET manager annually prepares, coordinates, and submits NET program and budget requirements to MATDEV.

c. PEOs and PMs provide funding to the NET manager to support new or modified equipment training requirements.

d. Appendix J provides a list of NET matrix support services that are reimbursable by the PEOs and PMs.

5–13. New equipment training documentation

a. All aspects of NET will be documented in NETP through AMTAS for each item of equipment for which training is required, including TADSS (excludes classified NETP). Instructions for completing NETP are contained in DA Pam 350–40.

b. The designated NET manager has primary oversight for NETP in coordination with the system PEO and PM.

c. The NET manager, in coordination with the PEOs and PMs, prepares a draft NETP within 30 days of forwarding the initial QQPRI to USAFMSA.

d. The NET manager disseminates the NETP through AMTAS for Army-wide input. (See DA Pam 350–40.)

e. The NET manager, TNGDEV, CBTDEV, and PERSCOM update designated sections of the NETP through AMTAS accordingly.

f. NETP changes as equipment, operations, maintenance and fielding concepts are developed. Changes are made through the AMTAS database.

g. NET managers convene training support work group meetings to address NET related issues.

h. Consolidated training support work group meetings are convened by HQDA, ODCS, G–3, to review, update, and

approve changes of status requests for NETP supporting new and modified equipment. The CTSWG also addresses NET issues having Army-wide implications.

i. Approval authority on all NETP is HQDA, ODCS, G–3.

5–14. New equipment training courses of instruction

The following types of NET instruction (training, courses, and briefings) are conducted by the NET manager using government assets and contractor support. In coordination with the PEO and PM, CBTDEV, and TNGDEV, the NET Manager will coordinate all training requirements in support of the new, improved, or modified systems on a system by system basis.

a. Instructor and key personnel training is the technical training provided by NET personnel or System-contractor personnel to support the initial transfer of knowledge on the operation and maintenance of new equipment as a means of establishing a training capability within proponent schools and NETT. IKPT will take place as close as possible to the date that a unit or school is scheduled to receive new or improved equipment. As a goal, IKPT should be conducted early enough that the training base is established and producing sufficient graduates (both initial entry and first line supervisors) in time to support fielding. However, IKPT must be conducted not later than 90 days after equipment is issued to the training base. IKPT usually occurs during the production contract execution phase of the life-cycle management model. The IKPT courses update skills of personnel already qualified in the appropriate MOS. The PEOs and PMs program and budget for conduct of IKPT. The NET manager will—

(1) Plan and coordinate IKPT.

(2) Monitor the conduct of IKPT.

(3) Program and budget travel and per diem for NETT personnel to attend IKPT.

(4) Provide program and budget projections to MATDEV.

b. The Staff Planner's Orientation Course is conducted for staff personnel who are engaged in planning, programming, budgeting, and approving programs for the development, production, distribution, support, and use of new or modified equipment. Normally the orientation is conducted during the research and development phase of system acquisition. For nondevelopmental item acquisition, this orientation occurs during the production phase. The PEO and PM will fund the Staff Planner's Course. The NET manager conducts a staff planner's orientation when warranted by the density, population, and complexity of the new equipment.

c. The new materiel introductory briefing (NMIB) provides advanced information on NET capabilities, fielding procedures, and scheduled NET for a gaining MACOM. A new materiel introductory briefing team provides the NMIB. The PEO and PM fund the conduct of the NMIB. The NET manager will—

(1) Provide subject-matter experts (SMEs) to conduct the training briefing.

(2) Provide budgetary projections and funding requirements to the PEO and PM to support the conduct of the NMIB.

d. NETT instruction is provided to key operators, maintainers, and supervisory, or training personnel at a centralized location or individual units. The concept for each NETT will be based on one or more of NET strategies and the program acquisition strategy. NETT consists of technical personnel that provide the initial transfer of knowledge on the operation and maintenance of new or modified equipment. Use of a NETT does not replace the need for formal resident school training on systems. The PEOs and PMs will provide distribution data to the NET manager, provide a NET support package, and program and budget for NETT requirements. The NET manager will—

(1) Determine NETT composition.

(2) Coordinate NETT deployment with the PEOs and PMs, CBTDEV, TNGDEV, and gaining units as required.

(3) Plan and provide program and budget input to MATDEV for NETT requirements.

e. Test support training is provided to support the initial transfer of knowledge on the operation and maintenance of new equipment. This training is provided to personnel supporting developmental and operational tests of the equipment. It includes training for data collectors, testers and evaluators, test players, and technical specialists. The PEOs and PMs fund for test support training. The NET manager will—

(1) Provide training input to MATDEV.

(2) Plan, coordinate, and provide training (or monitor contractor training) for test support players.

(3) Review and provide input to the test and evaluation master plan.

f. Logistics assistance representative (LAR) technical training is provided on the operation and maintenance of new or modified equipment. The PEOs and PMs will program and budget for LAR course development, presentation or course material, and travel and per diem of NETT that will conduct LAR training. The NET manager will—

(1) Plan, coordinate, and develop LAR training courses.

(2) Monitor and conduct LAR training, as applicable.

(3) Plan, coordinate, and provide program and budget input to the PEO and PM for LAR training.

g. Depot-level maintenance training is provided to establish a depot-level repair capability for new or modified equipment and depot maintenance plant equipment. The PEOs and PMs will provide funding for depot- level

maintenance training development and the presentation of course materials, to include test, measurement, and diagnostic equipment (TMDE), provide the depot maintenance work requests (DMWR) to the NET developer for evaluation of training, and fund for depot level maintenance training when the establishment of an organic depot capability is part of the program acquisition strategy. The Army Materiel Command will fund depot level maintenance when such capability transfers from contractor logistics support to organic support and AMC has been designated as MATDEV. The NET manager will—

(1) Review DMWR or best commercial practice contractor material for training impact, as required.

(2) Develop, plan, program, coordinate, and monitor depot-level maintenance training, to include training for TMDE.

(3) Provide program and budget input for depot level training to the PEOs and PMs.

h. New materiel operation and maintenance training is provided to NET managers and NETT instructors on the initial working knowledge of operation and maintenance for new or modified equipment. It is conducted when there is a change in technology on a new system for which the NETT has no prior knowledge or during development of an Army in-house training program. It is normally conducted by contractors or the MATDEV. The PEOs and PMs fund the new materiel operations and maintenance training. The NET manager will—

(1) Plan, coordinate, and provide program and budget input to the PEOs and PMs for conduct of new materiel operations and maintenance training.

(2) Ensure training is provided to a minimum of two NETT members. Training should be provided after MDR Milestone II, but sufficiently early for NETT to develop a training program prior to the start of the staff planners' course and test support training.

i. Technical orientation training addresses topics relative to the description of end items, technical parameters, technical test operations and considerations, maintenance concepts, and logistics support. Although technical in nature and systems oriented, it does not provide indepth, detailed operation and maintenance skills to the target audience. The duration of training is typically 2 to 5 days. This training provides Government personnel with the skills and knowledge necessary to support program management operations, engineering, logistics, and readiness management efforts during and subsequent to fielding. Technical orientation training is normally conducted by contractor personnel. The PEOs and PMs fund for NET support, and coordinate acquisition strategies, maintenance concepts, and schedules with NET managers. The NET manager will—

(1) Develop, plan, program, conduct, and evaluate technical orientation training.

(2) Coordinate training requirements with the PEOs and PMs.

(3) Plan, program, and provide budgetary input to the materiel developers.

5–15. Reserve Component considerations

a. The RC units will receive new or modified equipment early in the distribution schedule concurrent with equipment distribution to the Active Army.

b. New equipment training will take into account the unique challenges inherent in modernizing RC units. Detailed NET planning is essential between MATDEV (PEOs and PMs and NET managers), and CNGB, CAR, and the gaining commands to ensure that objectives are met.

c. Specific RC NET planning considerations include, but are not limited to, the following:

(1) Sufficient time to ensure adequate planning.

(2) Leader training at RC unit locations.

(3) Sufficient time to program and budget funds to support training.

d. Because of the limited number of training days available to RC units, complex Systems may require that NET be extended. A new equipment training strategy that extends beyond two consecutive annual training periods requires HQDA (ODCS, G–3,) approval. Mobilization personnel are eligible for concurrent training with the gaining unit.

Section III
Displaced Equipment Training

5–16. Displaced equipment training objective

Displaced equipment and its software, while not new to the Army, is often viewed as new equipment by the receiving unit and usually generates a training requirement. The DET must be planned and executed as carefully as training that supports new equipment fielding. The system's manager and TNGDEV must ensure that a DETP is prepared when notified that the displacement of equipment will occur. Displaced equipment has an established knowledge base, and in many cases training is available in institutional and exportable courses. A need may exist to form a DET Team (DETT) to be deployed to the gaining unit.

5–17. Displaced equipment training policy

a. The need for DET will be determined by the extent of training required on the equipment being displaced.

b. DET will take full advantage of the existing training base.

c. Some displaced equipment will not require a formalized DETP. This determination will be based on a mutual agreement between DET trainers (such as FORSCOM, TRADOC, TSG, or CNGB), and the gaining command.

d. If required, a coordinated DETP will be developed to train staff planners, users, supporters, and trainers.

(1) TRADOC develops DETPs for the active Army units except for medical materiel. The Surgeon General develops Active Army DETPs for medical materiel.

(2) FORSCOM develops the DETPs for the USAR. CNGB develops DETPs for ARNG; and TSG develops the DETP for the AMEDD. DETT is deployed to locations and for a duration determined by the headquarters responsible for DET and the gaining command. The need to provide DET terminates after DETT has provided a training capability or when enough school trained personnel are available to support the command. MATDEV provides technical assistance to the trainer, when required, in developing DET materials or information.

e. Training materials used by DETT are left with the unit for use in ST.

5–18. Planning and executing displaced equipment training
a. Planning DET requires careful coordination to ensure training is available in time to support the fielding of displaced equipment. A DETP will be developed, coordinated, approved, published, and distributed for each item of displaced equipment for which training is required. As a minimum, DETP will address the operation, support, and maintenance of the displaced equipment. Each unit receiving displaced equipment requires individual assessment to determine the expertise of assigned personnel.

b. Planning for DET must be flexible and the following factors should be considered during planning:

(1) The number of trained personnel assigned to the gaining unit.

(2) Training available within the TASS.

(3) Affiliation and partnership programs for Active Army and RC unit integration.

(4) Training available at MATDEV depots.

(5) The skill levels of personnel in the unit who are to be trained.

(6) Training ammunition, funding, and training facilities requirements.

(7) The use of:

(a) Formal OJT using distance-learning techniques and media.

(b) Contractor training.

(c) Maintenance assistance instruction teams.

(d) Readiness groups.

(e) Regional training centers.

Section IV
Doctrine and Tactics Training

5–19. Doctrine and tactics training summary
Sound and effective training must support the tenets of FM 3–0 doctrine. Doctrine promulgated by the requirements determination process is part of NET and DET. Doctrine and tactics training provides the guidance to commanders, leaders, staff, and operators on how to employ the combat capabilities of new or improved materiel or organizations.

5–20. Doctrine and tactics training policy
a. The requirement for DTT will be based on the changes to current doctrine and tactics and will be determined by the unit's capability to perform its combat mission.

b. TNGDEV will identify the requirement for DTT upon receipt of the draft NETP or DETP. This will be accomplished by—

(1) Conducting reviews of the applicable operational concepts generated by the requirements determination process and the organizational and operational plan prepared by CBTDEV for the specific system.

(2) Ensuring timely submission to MATDEV of identification of requirements and the concept for DTT for inclusion in NETP.

c. TNGDEV will develop DTT as part of DETP for displaced or cascaded systems as required for the active Army.

d. The CG, FORSCOM, in coordination with CNGB or CAR, will develop DTT as part of DETP for displaced equipment for the RC. Direct coordination will be made with TNGDEV to ensure that DTT concepts and execution are current.

e. If, required, TNGDEV will develop a training strategy to accomplish DTT. In cases where NET and DET may not require DTT, TNGDEV will ensure that NETP and DETP are annotated to show "DTT not required."

5–21. Doctrine and tactics training planning
a. Planning will be initiated concurrently with the development of NETPs and DETPs. NETP or DETP will include DTT concept and execution for training MACOM personnel.

b. DTT planning covers the uses and functions of a new System or organization that must be transmitted to user personnel, so they can fully exploit the new capabilities and improve combat effectiveness.

c. The DTT planning considerations include—

(1) Threat.

(2) Changes to current doctrine or tactics.

(3) Changes in new system or organization.

(4) Technical complexity of the new system.

(5) Fielding rates.

(6) Training strategy for the new system or organization.

(7) Planned density for the system or organization.

(8) Number of personnel to be trained.

(9) Available personnel to provide DTT.

(10) Environment and location where DTT will be executed.

(11) Capabilities and limitations of units to execute DTT.

(12) Funding.

(13) Sustainment training following DTT.

(14) Software.

Section V
Sustainment Training

5–22. Sustainment training coordination

This section provides policies and planning considerations for the support of ST upon NET or DET termination at the unit, as part of AMT. Sustainment training is a major challenge at all echelons of the Army. The training community may experience difficulty in sustaining or increasing knowledge gained as a result of NET, DET, and other Army training programs. MACOM, CBTDEV, TNGDEV, MATDEV, and HQDA collectively ensure effective training programs exist or are developed to help sustain unit training.

5–23. Sustainment training policy

a. NET and DET will be integrated as part of unit ST programs.

b. The user MACOM, in coordination with TNGDEV and MATDEV, will coordinate the ST strategy as part of NETP or DETP.

c. MATDEV or TNGDEV will ensure that pertinent training materials are given to commanders upon completion of NET by NETT, and DET by DETT. This will help build effective unit ST programs.

5–24. Sustainment training planning and execution

a. Planning and execution of ST must be an integral part of the unit's training program.

(1) The ST plan should be initiated by the unit training manager upon receipt of higher headquarters' training goals.

(2) The ST plan must be executed once the unit has completed NET or DET.

b. ST considerations include(

(1) Commanders at all echelons must make use of all available assets (human, physical, financial, and time) to support ST.

(2) Commanders should assess the ability of individuals or units to perform assigned missions after training on new or displaced equipment or systems fielding.

(3) Unit ARTEP MTP results should be used in the development of the unit's ST plan.

c. The ST program planning and execution should begin as early as possible so that ST is part of the unit's training program. Commanders must recognize the impact of ST on units receiving new or displaced equipment or undergoing organizational changes. The unit-training manager should continually revise and update the unit's training plan during the execution of the training cycle.

Appendix A
References

Section I
Required Publications

AR 5–13
Training Ammunition Management System. (Cited in para 1–27*b*.)

AR 10–87
Major Army Commands in the Continental United States. (Cited in paras 2–19*c*, 2–20*a*, 2–21*a*, 2–27*b*, 2–28*a*, 2–29*a*, and 2–30*a*.)

AR 11–30
Wartrace Program. (Cited in paras 2–19*f*, 2–20*k*, 2–22*h*, 2–23*e*, 2–24*f*, 2–25*e* and 2–30*f*.)

AR 12–15
Joint Security Assistance Training (JSAT). (Cited in paras 1–9*b*(1)(f), 2–32*h*, 3–15*a*(7), 3–16*b*, and 3–17*p*.)

AR 20–1
Inspector General Activities and Procedures. (Cited in para 2–11*b*.)

AR 27–1
Judge Advocate Legal Services. (Cited in para 2–16*f*.)

AR 40–3
Medical, Dental, and Veterinary Care. (Cited in table 3–1.)

AR 40–501
Standards of Medical Fitness. (Cited in paras 1–21*c*(2), 1–21*c*(4), and 3–48*b*(8).)

AR 70–1
Army Acquisition Policy. (Cited in paras 2–1*a*(1) and 2–21*g*(1).)

AR 71–9
Materiel Requirements. (Cited in para 5–6*a*.)

AR 71–32
Force Development and Documentation—Consolidation Policies. (Cited in paras 5–4*c*, 5–4*d*, 5–6*c*(2), and 5–6*c*(3)

AR 95–1
Flight Regulations. (Cited in para 4–4*c*(3).)

AR 135–91
Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Procedures. (Cited in para 3–6*c*.)

AR 135–155
Promotion of Commissioned Officers and Warrant Officers Other than General Officers. (Cited in paras 2–14*o* and 3–27*c*.)

AR 135–200
Active Duty for Missions, Projects, and for Rserve Component Soldiers. (Cited in paras 3–6*e*(3) and 4–1(3)(b).)

AR 140–1
Mission, Organization, and Training. (Cited in paras 1–8*d*(2)(d), 1–23*d*(2), 2–19*c*, 2–20*a*, 2–22*b*, 2–24*a*, 2–30*a*, 3–15*d*, 3–26*d*(1)(b), and 4–1*b*(3)(b).)

AR 140–10
Army Reserve: Assignments, Attachments, Details, and Transfers. (Cited in paras 3–17*m*(1), 3–43*d*, and 4–1*b*(3)(b).)

AR 140–158

Enlisted Personnel Classification, Promotion and Reduction. (Cited in para 3–43*d*.)

AR 140–185

Training and Retirement Point Credits and Unit Level Strength Accounting Records. (Cited in paras 1–23*d*(2), 3–15*d*, 3–43*c*, and 3–48*i*(2).)

AR 190–11

Physical Security of Arms, Ammunition and Explosives. (Cited in para 4–10*a*(4)(c).)

AR 210–21

Army Ranges and Training Land Program. (Cited in paras 2–5*d* and 2–7*a*.)

AR 350–2

Opposing Force Program. (Cited in paras 2–20*m* and 2–28*c*.)

AR 350–3

Tactical Intelligence Readiness Training Program. (Cited in paras 2–9*b*, 2–9*d*, and 2–28*b*.)

AR 350–4

Integrated Training Area Management. (Cited in paras 1–8, 1–27, and 2–5.

AR 350–9

Overseas Deployment Training (ODT). (Cited in paras 2–19*k*, 2–22*g*, 2–23*d*, 2–24*d*, 2–25*d*, 2–27*d* and 2–30*e*.)

AR 350–10

Management of Army Individual Training Requirements and Resources. (Cited in paras 1–17, 1–17*a*, 1–17*b*, 1–23*g*, 1–28*f*, 1–28*g*(3), 2–20*ff*, and 3–2*a*.)

AR 350–16

Total Army Language Program. (Cited in para 2–9*e*.)

AR 350–17

Non Commissioned Officer Development Program. (Cited in para 4–7*b*.)

AR 350–20

Management of the Defense Foreign Language Program. (Cited in paras 2–9*e*, 2–33*h*(3), and 3–68*b*.

AR 350–28

Army Exercises. (Cited in paras 2–19*g*, 2–20l, 2–22*e*, 2–23*c*, 2–24*c*, 2–25*c*, and 2–30*c*.)

AR 350–30

Code of Conduct/Survival, Evasion, Resistance and Escape (SERE) Training. (Cited in paras 4–13*a* and 4–13*d*.)

AR 350–38

Training Device Policies and Management. (Cited in para 1–27*a*.)

AR 350–50

Combat Training Center Program (Cited in para 1–22.)

AR 350–100

Officer Active Duty Service Obligations. (Cited in paras 3–6*c* and 3–6*d*.)

AR 351–17

U.S. Military Academy and U.S. Military Accredited Preparatory School Admission Program. (Cited in para 3–24*a*.)

AR 380–10

Foreign Disclosure, Technology Transfer, and Contacts with Foreign Representatives. (Cited in paras 1–9*b*(1)(f), 2–9*k*, and 2–32*h*.)

AR 415–15
Army Military Construction Program Development and Execution. (Cited in para 2–5*d*.)

AR 420–10
Management of Installation Directorates of Public Works. (Cited in paras 2–5*d* and 2–7*a*.)

AR 420–18
Facilities Engineering Materials, Equipment, and Relocatable Building Management. (Cited in paras 2–5*d* and 2–5*s*.)

AR 525–13
Antiterrorism. (Cited in para 1–12.))

AR 600–8–2
Suspension of Favorable Personnel Actions (Flags). (Cited in para 1–21*d*(5).)

AR 600–8–19
Enlisted Promotions and Reductions. (Cited in para 3–43*c*.)

AR 600–8–22
Military Awards. (Cited in paras 4–9*c*(1) and 4–10*d*.)

AR 600–8–104
Military Personnel Information Management/Records. (Cited in paras 3–15*a*(4), 4–10*f*, 4–12*c*,and append F–4*a*(1).)

AR 600–8–105
Military Orders. (Cited in D–4*f*.)

AR 600–9
The Army Weight Control Program. (Cited in paras 1–21*a*(4), 1–21*c*(5), 3–8*a*, 3–21, 3–8*h*, 3–27*k*(2), 3–21, 3–26*d*(1)(b), 3–48*b*(8) and 4–9*b*(3).)

AR 600–20
Army Command Policy. (Cited in para 2–20*rr*.)

AR 601–280
Army Retention Program. (Cited in paras 3–6*e*(2).)

AR 611–1
Military Occupational Classification Structure Development and Implementation. (Cited in paras 1–8*d*(2)(d), 3–21, 3–43*a*(3), and 3–4*a*(4).)

AR 611–6
Army Linguist Management. (Cited in paras 2–9*e*, 2–31*r*, 3–33*e*, and 3–68*b*.)

AR 614–200
Enlisted Assignment and Utilization Management. (Cited in paras 1–8*d*(2)(d), 3–6*e*(1), 3–19*a*(6), 3–43*a*(3), and 3–43*d*.).)

AR 621–5
Army Continuing Education System (ACES). (Cited in paras 3–15*e*, 3–68*b*, and 3–68*d*(2)(a).)

AR 623–1
Academic Evaluation Reporting System. (Cited in paras 3–16*a*, 3–17*f*, 3–43*b*, and D–4.)

AR 635–200
Enlisted Personnel. (Cited in paras 3–17*f*(1), 3–20*b*, 3–48*c*, and 4–9*c*(2).)

AR 690–400
Total Army Performance Evaluation System (Chapter 43–2). (Cited in paras 2–3*a*(1)(a), 2–3*a*(4)(a), 3–6*g*, 3–15*a*(4), and 3–49.)

AR 690–950
Career Management. (Cited in 3–50*b* and 3–51*b*.)

AR 700–131
Loan and Lease of Army Material. (Cited in para 1–28*g*(3).)

DA Pam 350–38
Standards in Weapons Training. (Cited in paras 1–27*b*, 4–1*d*(5), 4–10*a*, and 4–11*c*(5).)

DA Pam 350–39
Standards in Weapons Training. (Special Operations Forces). (Cited in paras 1–27*b*, 4–1*d*(5), 4–10*a*, and 4–11*c*(5).)

DA Pam 350–40
Army Modernization Training Plans for New and Displaced Equipment. (Cited in paras 1–19, 1–19*b*, 5–6*d*, 5–6*d*(1), 5–13*a*, 5–13*d*.)

FM 3–0
Operations. (Cited in paras 1–5*a*, 1–5*d*, 1–8*b*, and 5–19.)

FM 7–0
Training the Force. (Cited in paras 1–5*c*, 1–8*a*(1), 1–8*b*, 1–9*b*(2), 1–10*a*(2), 1–18*b*, 1–18*e*, 2–20*b*(3), 4–1*a*, 4–1*c*, and 4–1*d*(1).)

FM 21–20
Physical Fitness Training. (Cited in paras 1–21*b*(1), 1–21*b*(2), 1–21*d*, 1–21*d*(4), 1–21*e*, 1–21*e*(5), 3–21,) 3–48*b*(8), 4–9*a*(2), 4–9*a*(2)(g)(5), 4–9*a*(2)(g)(7), 4–9*a*(2)(g)(7), 4–9*a*(2)(g)(9), 4–9*a*(z)(g)(10), and 4–9*d*.)

FM 22–100
The Army Noncommissioned Officer Guide. (Cited in para 4–7*b*.)

FM 25–101
Battle Focused Training. (Cited in paras 1–5*c*, 1–8*a*(1), 1–8*b*, 1–9*b*(2), 1–10*a*(2), 1–18*b*, 1–18*e*, 2–20*b*(3), 4–1*a*, 4–1*c*, 4–1*d*(1), 4–3*b*, 4–3*c*(1), 4–4*b*, and 4–7*b*.)

FM 100–14
Risk Management. (Cited in paras 1–13*b*(1) and 1–13*e*.)

FM 101–5
Staff Organization and Operations. (Cited in para 1–13*e* and table 1–1.)

CJCSI 1800.01
Officer Professional Military Education Policy. (Cited in paras 2–5*f* and 3–13.)(Available at www.dtic.mil/whs/directives.)

CJCSM 3500.03
Joint Training Manual for the Armed Forces of the United States. (Cited in para 1–8*c*.)(Available at www.dtic.mil/whs/directives.)

CTA 50–900
Clothing and Individual Equipment. (Cited in para 4–9*e*.) (Available at http://usafmsa-add.belvoir.army.mil/usafmsa.)

DODD 3305.2
DOD General Intelligence Training. (Cited in para 2–9*c*.))

DODD 5210.70
DOD Cryptologic Training. (Cited in para 2–9*c*.)

DODD 5500.7
Standards of Conduct. (Cited in para 2–18*l*(7).)

Section II
Related Publications
A related publication is a source of additional information. The user does not have to read it to understand this publication.

AR 5–9
Area Support Responsibilities

AR 25–1
Army Information Management

AR 25–12
Communications Security Equipment Maintenance and Maintenance Training

AR 27–10
Legal Services: Military Justice

AR 34–4
Army Standardization Policy

AR 37–49
Budgeting, Funding, and Reimbursement for Base Operations Support of Army Activities

AR 40–3
Medical, Dental, and Veterinary Care

AR 40–5
Preventive Medicine

AR 40–60
Policies and Procedures for the Acquisition of Medical Materiel

AR 50–5
Nuclear and Chemical Weapons and Materiel - Nuclear Surety

AR 50–6
Nuclear and Chemical Weapons and Materiel, Chemical Surety

AR 59–9/AFR 36–78; OPNAVIST 4630.18E; MCO 4630.6D; DLAR 4540.9
Special Assignment Airlift Mission Requirements

AR 130–5/ AFR 4517
Organization and Functions of National Guard Bureau

AR 135–100
Appointment of Commissioned and Warrant Officers of the Army

AR 140–30
Active Duty in Support of the United States Army Reserve (USAR) and Active Guard Reserve (AGR) Management Program

AR 145–1
Senior Reserve Officers Training Corps Program: Organization, Administration, and Training

AR 195–2
Criminal Investigation Activities

AR 195–3
Acceptance, Accreditation, and Release of U.S. Army Criminal Investigation Command Personnel

AR 200–1
Environmental Protection and Enhancement

AR 200–2
Environmental Effects of Army Actions

AR 215–1
Morale, Welfare, and Recreation Activities and Nonappropriated Fund Instrumentalities

AR 335–15
Management Information Control System

AR 350–17
Noncomissioned Officer Development Program

AR 350–21
Instruction in Benefits of an Honorable Discharge

AR 350–38
Training Device Policies and Management

AR 350–50
Combat Training Center Program

AR 351–1
Individual Military Education and Training

AR 351–3
Professional Education and Training Programs of the Army Medical Department

AR 351–9/OPNAVINST 1500.27e/AFI 36–2230(I); MCO 1580.7D
InterService Training

AR 380–19
Information Systems Security

AR 380–5
Department of the Army Information Security Program

AR 380–53
Information Systems Security Monitoring

AR 385–63
Policies and Procedures for Firing Ammunition for Training, Target Practice and Combat

AR 380–67
The Department of the Army Personnel Security Program

AR 381–12
Subversion and Espionage Directed Against the US Army (SAEDA)

AR 385–10
The Army Safety Program

AR 385–55
Prevention of Motor Vehicle Accidents

AR 550–51
International Agreements

AR 600–3
The Army Personnel Proponent System

AR 600–8–11
Reassignment

AR 600–8–19
Enlisted Promotions and Reductions

AR 600–8–23
Standard Installation/Division Personnel System (SIDPERS) Data Management

AR 600–8–24
Officer Transfers and Discharges

AR 600–8–105
Military Orders

AR 600–20
Army Command Policy

AR 600–100
Army Leadership

AR 608–99
Family Support, Child Custody, and Paternity

AR 611–60
Assignment to Army Attaché Duty

AR 614–5
Stabilization of Tours

AR 621–1
Training of Military Personnel at Civilian Institutions

AR 623–1
Academic Evaluation Reporting System

AR 670–1
Wear and Appearance of Army Uniforms and Insignia

AR 690–400
Total Army Performance Evaluation System

AR 690–950
Career Management

AR 700–127
Integrated Logistic Support

AR 700–142
Materiel Release, Fielding, and Transfer

DA Pam 70–3
Army Acquisition Procedures

DA Pam 350–9
Index and Description of Army Training Devices

DA Pam 350–21
Family Fitness Handbook

DA Pam 350–58
Leader Development for America's Army

DA Pam 350–100
Extension Training Materials Consolidated MOS Catalog

DA Pam 351–2
The United States Military Academy Preparatory

DA Pam 351–4
U.S. Army Formal Schools Catalog

DA Pam 600–8
Management and Administrative Procedures

DA Pam 600–8–2
Standard Installation/Division Personnel System (SIDPERS) Personnel Center Level Procedures

DA Pam 611–21
Military Occupational Classification and Structure

DA Pam 690–46
Mentoring for Civilian Members of the Force

FM 3–3
Chemical and Biological Contamination Avoidance

FM 3–4/ FMRM 11–9
NBC Protection

FM 3–5
NBC Decontamination

FM 3–50
Smoke Operations.

FM 3–100/ MCWP 3–3.7.1
Chemical Operations Principles and Fundamentals

FM 21–10
Field Hygiene and Sanitation

FM 4–25.11
First Aid

FM 21–76—1
Multiservice Procedures for Survival, Evasion and Recovery

FM 22–100
Army Leadership

FM 23–9
M16A1 Rifle and M16A2 Rifle Marksmanship

FM 25–4
How to Conduct Training Exercises

FM 27–10
The Law of the Land Warfare

FM 100–25
Doctrine for Special Operations Forces

TC 1–210
Aircrew Training Program Commander's Guide to Individual and Crew Standardization. (Available from www.adtdl.army.mil/atdls.htm.)

Section III
Prescribed Forms
The following forms are available on the Army Electronic Library CD-Rom and the USAPA Web site (www.usapa.-army.mil) unless otherwise stated. DD forms are available from the Office of the Secretary of Defense Web site (www.dior.whs.mil).

DA Form 5286
Individual Training Record Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT). (Prescribed in appendix F, para. F–1*a*(1).)

DA Form 5286–1
Individual Training Record Basic Training, Advanced Individual Training, One Station Unit Training (OSUT) (Continuation Sheet) (Prescribed in appendix F, para. F–1*a*(1).)

DA Form 5287
Training Record Transmittal Jacket. (Prescribed in appendix F, para F–1(*a*(1).) (Available through normal supply channels.)

Section IV
Referenced Forms

DA Form 2A
Personnel Qualification Record, Part I—Enlisted Peacetime. (Available through normal supply channels.)

DA Form 2–1
Personnel Qualification Record, Part II.

DA Form 87
Certificate of Training.

DA Form 145
Army Correspondence Course Enrollment Application.

DA Form 483
Officer Assignment Preference Statement.

DA Form 705
Army Physical Fitness Test Scorecard.

DA Form 1058–R
Application for Active Duty for Training Duty for Special Work, Temporary Tour of Active Duty and Annual Training for Soldiers of the Army

DA Form 1059
Service School Academic Evaluation Report.

DA Form 1059–1
Civilian Institution Academic Evaluation Report.

DA Form 1059–2
Senior Service College Academic Evaluation Report.

DA Form 2028
Recommended Changes to Publications and Blank Forms.

DA Form 3349
Physical Profile.

DA Form 3355
Promotion Point Worksheet.

DA Form 3479–R
Training and Proficiency Record — Air Traffic Controller.

DA Form 4037
Officer Record Brief. (Available through normal supply channels.)

DA Form 4187
Personnel Action.

DA Form 4991–R
Declination of Continued Service Statement.

DA Form 5164–R
Hands-on Evaluation.

DA Form 5286
Individual Basic Training (Bt), Advanced Individual Training (Ait), One Station Unit Training (Osut)

DD Form 1435
COMSEC Maintenance Training and Experience Record.

DD Form 1556
Request, Authorization, Agreement, Certification of Training and Reimbursement.

DD Form 1610
Request and Authorization for TDY Travel of DOD Personnel.

Appendix B
Training Development

B–1. The training development process
This appendix provides an overview of the Army's training development process, SAT. Commanders, commandants, training and training development proponents, and contractors must use SAT to develop training and training courses, products, and materials, to include products to support new systems development, digital training, and experimental force development. It is a systematic decisionmaking approach to design individual, collective, and self-development training for the Army. The process is used to identify all requirements for training. It identifies what tasks, skills, and knowledge will be included in the training; who will receive the training; and how and where the training will be presented. It determines what training products will be required and the level of support resources required to produce, distribute, implement, and evaluate those products. TRADOC serves as the Army's proponent for training development policy and procedures.

    a. TRADOC publishes regulations and pamphlets that present a comprehensive and integrated view of training development and related policy. These documents provide a training development vision, and regulatory guidance in the following areas:

    (1) SAT phases and procedures.

    (2) Training and training development management.

    (3) Identification of training requirements.

    (4) Individual and collective training products.

(5) Training implementation using certain products.

(6) Training evaluation and quality assurance programs.

b. TRADOC supporting pamphlets provide detailed guidance on performing various training development functions.

c. The goal of Army training development is to ensure mission-focused training through the identification and training of critical collective and individual tasks, and supporting skills and knowledge. This training must be rigorous, relevant to the units and organizations, soldiers and civilians, and leaders and supervisors being trained. Additionally, it must be conducive to safety and environmental protection.

d. The unit and organization training development goal is to provide efficient, effective training and training materials and products that result in fully prepared personnel, leaders, and units or organizations fully prepared to accomplish missions and supporting mission essential tasks to established performance standards.

e. The individual training development goal is to create and implement efficient and effective training resulting in fully qualified personnel able to perform critical tasks to the established performance standard.

B–2. The Systems Approach to Training

a. SAT is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. SAT involves five related phases: evaluation, analysis, design, development, and implementation.

b. Each phase of the SAT model builds upon each of the preceding phases. Although the phases build upon each other, remember—

(1) The normal training development process for a new training requirement begins with evaluation (a perceived training requirement) and proceeds with analysis, followed by design, development, and implementation of the training/ training product.

(2) All phases do not have to be followed in order; each phase can be entered individually as needed for revisions.

(3) Evaluation permeates all phases and is the cement that ensures all training and training products are effective in producing trained units, organizations, soldiers, and civilian employees.

(4) The entire process must operate within a given set of resources.

c. The SAT phases are described in table B–1.

Table B–1
Systems approach to training process

Phase	Requirements

a. The five different types of training analysis identify -**Need** for training. -**Who** gets the training. -**What** tasks (collective and individual [including Leader] tasks) and supporting skills and knowledge are critical.
Note: A critical task is a collective or individual task that a unit/organization or individual must perform to accomplish their mission and duties and to survive in battle and during other military operations.
	-Needs analysis:
	  --Identifies performance deficiency solutions (training or nontraining).
	  --Determines training and training development requirement.
	
	-Mission analysis:
	  --Establishes unit/organization missions.
	  --Identifies critical collective tasks for mission accomplishment
	
	-Collective critical task analysis
	  --Establishes collective task performance specifications, including task performance standards.
	  --Defines supporting individual tasks
	
	-Job analysis
	  --Develops critical individual tasks for job accomplishment.
	  --Defines supported collective task(s).
	
	-Individual critical task analysis
	  --Determines individual task performance specifications, including task performance standards.
	  --Defines supported and supporting individual tasks.

b. Training design determines- -When, where, and how the training takes place. -Training resource requirements (instructors, equipment, ammo, ranges, and facilities).	-Establishes the unit/organization/individual long-range CATS and milestones, -Establishes the short-range unit and individual CATS milestones. -Designs training media and TADSS. -Designs individual training courses. -Produces student criterion referenced, performance measurement documents, for example, tests and exercises.

Table B–1
Systems approach to training process—Continued

Phase	Requirements
c. Development produces validated training and training products.	-Writes the training material (lesson plans and TSPs). -Produces training media and TADSS. -Validates the training material, including tests and exercises. -Prepares material for reproduction. -Reproduces the training material. -Acquires training resources. -Trains instructor, training management, staff, faculty, and cadre. -Prepares facilities and equipment.
d. Implementation executes- -Standardized training at resident and unit/organization training sites. -Distribution of training products.-Use of training products.	-Distributes the training material. -Schedules the training. -Trains the soldiers and civilian students, units, and organizations. -Administers the tests and exercises. -Counsels students and soldiers. -Conducts after-action reviews -Maintains student records.
e. Evaluation determines how well the training takes place, soldiers, civilians, units/organizations perform, and products support training and impact on mission accomplishment.	-Formulate school evaluation policy. -Develops evaluation plans. -Designs and validates evaluation instruments. -Conducts internal evaluation (collect data). -Conducts external evaluation (collect data). -Conducts accreditation evaluations. -Accredits TASS schools. -Analyzes data. -Identifies deficiencies; reports evaluation results; ensures corrections.

Appendix C
Military Schools, Colleges, and Training Centers

Refer to the Army Training Requirements and Resources System for a complete listing of Army schools and associated courses.

C–1. Department of Defense schools
a. Defense Civil Preparedness Agency Staff College, Battle Creek, MI 49016.
b. Defense Computer Institute, Washington, DC 20374.
c. Defense Institute of Security Assistance Management, Wright-Patterson AFB, OH 45433.
d. Defense Intelligence College, Washington, DC 20390.
e. Defense Mapping School, Fort Belvoir, VA 22060.
f. Defense Resources Management Education Center, Presidio of Monterey, CA 93940.
g. Defense Language Institute/Foreign Language Center, Presidio of Monterey, CA 93940.
h. Defense Language Institute, English Language Center, Lackland AFB, TX 78236.
i. National Cryptologic School, Fort Meade, MD 20705.

C–2. Joint colleges
The National Defense University, consisting of the National War College and the Information Resources Management College at Fort McNair, Washington, DC 20319, and the Armed Forces Staff College, Norfolk, VA 23511.

C–3. Colleges of the military departments
a. U.S. Air Force Air University, Maxwell AFB, AL 36112.
b. U.S. Army War College, Carlisle Barracks, PA 17013.
c. U.S. Army Command and General Staff College, Fort Leavenworth, KS 66027.
d. U.S. Naval War College, Newport, RI 02840.
e. U.S. Marine Corps University, Quantico, VA 22134.

C–4. Graduate level schools of other services
a. U.S. Air Force Institute of Technology, Wright-Patterson AFB, OH 45433.

b. Naval Postgraduate School, Monterey, CA 93940.

C–5. Army schools
a. The Army Force Management School, Fort Belvoir, VA 22060.
b. The Judge Advocate General's School, U.S. Army, Charlottesville, VA 22903–1781.
c. U.S. Military Academy Preparatory School, Fort Monmouth, NJ 07703.
d. U.S. Military Academy, West Point, NY 10996.
e. U.S. Army Inspector General School, Fort Belvoir, VA 22060.
f. U.S. Army Management Staff College, Fort Belvoir, VA 22060.
g. U.S. Army Corps of Engineers' Professional Development Support Center, Huntsville, AL 35801.
h. U.S. Army Civilian Personnel Operations Centers Management Agency, Training Management Division, Aberdeen Proving Ground, MD 21005–5200.

C–6. U.S. Army Materiel command schools
a. U.S. Army Management Engineering College, Rock Island, IL 61201.
b. Defense Ammunition Center and School, McAlester, OK 61074.

C–7. U.S. Army Intelligence and Security Command school
U.S. Army Russian Institute, APO New York 09053.

C–8. U.S. Army Medical Command school
U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234.

C–9. U.S. Army Criminal Investigation Command school
U.S. Army Criminal Investigation Laboratory, Fort Gillem, GA 30050.

C–10. U.S. Army Training and Doctrine Command training centers and schools
a. School of Military Packaging Technology, Aberdeen Proving Ground, MD 21005.
b. U.S. Army Ordnance Center and School, Aberdeen Proving Grounds, MD 21005.
c. U.S. Army Infantry Center and Fort Benning, GA 31905.
d. U.S. Army Air Defense Artillery Center and Fort Bliss, TX 79916.
e. U.S. Army Sergeants Major Academy, Fort Bliss, TX 79918.
f. U.S. Army Institute for Professional Development, Fort Eustis, VA 23604.
g. U.S. Army Transportation Center and Aviation Logistics School, Fort Eustis, VA 23604.
h. U.S. Army Signal Center and Fort Gordon, GA 30905.
i. U.S. Army Intelligence Center, Fort Huachuca, AZ 85613.
j. U.S. Army Logistics Management College, Fort Lee, VA 23801
k. U.S. Army Training Center and Fort Jackson, Fort Jackson, SC 29207.
l. U.S. Army Chaplain Center and School, Fort Jackson, SC 29207.
m. U.S. Army Armor Center and Fort Knox, KY 40121.
n. U.S. Army Combined Arms Center, Fort Leavenworth, KS 66027.
o. Combined Arms and Services Staff School, Fort Leavenworth, KS 66027.
p. U.S. Army Quartermaster School and Logistics Management Center, Fort Lee, VA 23801.
q. U.S. Army Maneuver Support Center which includes the Engineer, Military Police, and Chemical Schools, Fort Leonard Wood, MO 65473.
r. U.S. Army ROTC Cadet Command, Fort Monroe, VA 23651.
s. U.S. Army Element, School of Music, Naval Amphibious Base (Little Creek), Norfolk, VA 23521.
t. U.S. Army Ordnance, Missile, and Munitions Center and School, Redstone Arsenal, AL 35897.
u. U.S. Army Aviation Center and Fort Rucker, AL 36362.
v. U.S. Army Field Artillery Center and Fort Sill, OK 73503.
w. U.S. Army Warrant Officer Career Center, Fort Rucker, AL 36362.

C–11. U.S. Army Forces Command training centers
a. U.S. Army National Training Center and Fort Irwin, CA 92310.
b. Joint Readiness Training Center and Fort Polk, LA 71459.

C–12. U.S. Army Europe training center
U.S. Army Combat Maneuver Training Center at Hohenfels, Seventh Army Training Command, Grafenwoehr, Germany, APO 09114.

C–13. U.S. Army Special Operations training center
U.S. Army John F. Kennedy Special Warfare Center and School, Fort Bragg, NC 28307.

C–14. Reserve Component training centers
   a. National Guard Professional Education Center, Camp Joseph T. Robinson, North Little Rock, AR, 72199.
   b. Army Reserve Readiness Training Center, Fort McCoy, WI 54656.

C–15. Reserve Component schools of The Army School System
   a. USAR —
   (1) Combat support, combat service support, officer education, and health service training brigades/regiments.
   (2) Training battalions functionally aligned with TRADOC or MEDCOM proponent schools.
   b. ARNG —
   (1) Combat arms and leadership training brigades/regiments.
   (2) Training battalions functionally aligned with TRADOC proponent schools.

Appendix D
Prerequisites and Service Obligation Incurred by Attendance at Foreign Military Schools

D–1. Schools that equate to U.S. senior service colleges
Officers attending the schools listed in table D–1 are selected by appropriate authority and must be outstanding representatives of the Army and of the United States. Years of service are specified for U.S. senior service colleges. Officers must be graduates of or have credit for USACGSC or equivalent. On graduation from the listed schools or colleges, individuals will be awarded MEL code 1.

D–2. Schools that equate to CGSOC
Officers attending the schools listed in table D–2 are selected by appropriate authority and must be outstanding representatives of the Army and the United States. Officers nominated must desire to attend. Priority consideration for attendance will be given to officers in the foreign area officer specialty. On graduation from the listed schools or colleges, individuals will be awarded MEL code 4.

D–3. Schools that require senior service college or CGSOC prior to attendance
Officers nominated for the schools listed in table D–3 must desire to attend and be graduates of or have credit for senior service college or CGSOC as indicated.

D–4. Administrative information and instructions
   a. An academic evaluation report (DA Forms 1059, 1059–1, or 1059–2) will be completed for students in accordance with AR 623–1.
   b. Incurred service obligation is computed from the date of course completion or termination of attendance, whichever is earlier.
   c. "Equated" as used here means that officers successfully completing a foreign military school will be credited with having completed the same level of schooling as those who successfully complete the equivalent U.S. Service school. (For example, a graduate of the Canadian Forces Staff College will receive the same credit as a graduate of the CGSOC.)
   d. PERSCOM will prepare permanent change of station orders for Active Army personnel attending schools of other nations for courses that are 20 weeks or more in duration.
   e. MACOM commanders will publish orders for student officers not in a PCS status. The orders will contain the following information.
   (1) Level of access to classified information and type of security clearance; that is, interim or final, when the military personnel record jacket does not accompany the student officer to school.
   (2) The student's quota number in parentheses following the number of the class or course being attended.
   (3) Reassignment of the individual and the reporting date, as prescribed in AR 600–8–105.
   f. Officers selected to attend foreign military schools located in NATO countries will be issued NATO travel orders in accordance with AR 600–8–105.
   g. Active Component officers attending schools of other nations will be assigned to the U.S. Army Student

Detachment, Fort Jackson, SC. The Detachment Commander will provide military administration for all assigned student officers in accordance with HQDA policies. This administration includes: promotion, reclassification, pay, discipline, medical care, supply, transportation, leaves of absence, processing of academic evaluation reports in accordance with AR 623–1, and supply of pertinent DA publications.

h. Officers assigned to schools of other nations are authorized direct access to the equivalent U.S. Army schools. When requested, Army schools will provide publications and data on their courses of instruction to officers attending schools of other nations.

i. Concurrent travel of family members, shipment of household goods, and use of privately owned vehicles is authorized for students ordered to foreign military schools on PCS orders.

j. Students selected to attend a school in a geographical area of responsibility where a priority system for the movement of family members is in effect, will follow the priority system prescribed.

k. When required by the DOD Foreign Clearance Guide and DOD 1000.21, officers selected to attend foreign military schools, and their family members, will have valid passports and visas in their possession before traveling to the overseas destination.

Table D–1
Schools that equate to U.S. senior service colleges

School or college	Prerequisites	Years of service obligation
Korea: National Institute for Defense Studies	LTC/COL, branch immaterial TOP SECRET clearance, fluent in Korean.	2
Australia: Australian College of Defence and Strategic Studies	LTC(P)/COL, branch immaterial, TOP SECRET clearance.	2
Russia: Military Academy of the General Staff	LTC/COL, branch immaterial, TOP SECRET clearance, fluent in Russian.	2
Inter-American Defense College (conducted by United States)	LTC/COL, Combat Arms (CA), TOP SECRET clearance, fluent in Spanish or Portuguese.	2
Japan: Institute for Defense Studies	LTC/COL, branch immaterial, Japanese language required.	2

Table D–2
Schools that equate to U.S. Army Command and General Staff College

School or college	Prerequisites	Years of service obligation
Pakistan: National Defense College, National Defense Course	LTC(P)/COL, branch immaterial, TOP SECRET clearance, no language required, but Punjabi and/or Urdu desirable.	2
Western Hemisphere Institute for Security Cooperation, Fort Benning, GA	CT(P)/MAJ, Combat Arms or Combat Support (CA or CS), (normally each officer personnel management directorate (OPMD) branch and chaplains slate one officer to attend each year), TOP SECRET clearance, Spanish language required.	2
Argentina: Argentine Escuela Superior de Guerra (Command and General Staff College)[1]	CPT(P)/MAJ, branch immaterial but prefer (1) Infantry, (2) Artillery, (3) Armor, TOP SECRET clearance, Spanish language required. Attends second year of 3-year course.	2
Australia: Australian Command and Staff College[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance.	2
Brazil: Brazilian Escola de Commando e Estado-Major do Exercito (Command and Staff College)[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance, fluent in Portuguese. Officer attends second year of course.	2
France: College Interarmees de Defense (CID) (Command and Staff College)[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance, fluent in French. Medical certificate, visa and photographs required. Arrive 2 weeks before class start date.	2
Germany: Fuhrungaskademie der Bundeswehr (General Staff Course)[1]	CPT(P)/MAJ, TOP SECRET clearance, fluent in German.	2

Table D–2
Schools that equate to U.S. Army Command and General Staff College—Continued

School or college	Prerequisites	Years of service obligation
Italy: Scoula di Guerra (War College Superior Course) (Command and Staff College)[1]	CPT(P)/MAJ, CA or CS, TOP SECRET clearance, fluent in Italian. Officer attends second year of this course.	2
Japan: Ground Self-Defense Staff Course[*]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance, fluent in Japanese.	2
Singapore: Command Staff College[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance.	2
United Kingdom: British Army Staff College[1]	CPT(P)/MAJ, branch immaterial, TOP SECRET clearance.	2

Notes:
[1] All courses in table D–2 equate to USACGSC. All CPT(P) must be frocked to MAJ prior to reporting to school.

Table D–3
Schools That Require Senior Service College or USACGSC Prior to Attendance.

School or college	Prerequisites	Years of service obligation
United Kingdom—Royal College of Defence Studies[1]	COL post brigade command, CA, TOP SECRET clearance.	2
United Kingdom—Higher Command and Staff Course[1]	COL post brigade command, CA, TOP SECRET clearance.	1
Argentina—Joint Strategy Course[2]	MAJ/LTC, branch immaterial, TOP SECRET clearance.	1
Australia—Joint Serviced Staff College[2]	LTC, CA, TOP SECRET clearance.	NA - Australia directs attendance as prerequisite to follow-on Personnel Exchange Program assignment with Australian Forces.
Spain—Escuela Superior del Ejercito[**]	MAJ/LTC, branch immaterial, TOP SECRET clearance.	NA - Individual has follow-on assignment in USDAO/ODC Spain.

Notes:
[1] Requires completion of SSC prior to attendance; no MEL credit.2.
[2] Requires completion of USACGSC prior to attendance; no MEL credit.

Appendix E
Noncommissioned Officer Academy Designations and Regions and Active Army Regional Quota Managers

E–1. NCOA designations
The NCOAs are designated as follows—
   a. Noncommissioned officer academies located on FORSCOM, TRADOC, and overseas MACOM installations will be designated as a U.S. Army (major installation or division/corps/army) Noncommissioned Officer Academy (for example, U.S. Army 3d Infantry Division Noncommissioned Officer Academy, Fort Stewart, GA).
   b. Combined NCOA/drill sergeant schools located on TRADOC installations will be designated as a U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, (major installation) (for example, U.S. Army Noncommissioned Officer Academy/Drill Sergeant School, Fort Benning, GA).
   c. The CNGB and CAR designate NCOAs as appropriate.

E–2. NCOA regions
To ensure that all soldiers have an opportunity to attend available PLDC and BNCOC, the training base has been divided into geographic NCOA training regions. Sixteen NCOA regions are established worldwide. Alaska, Hawaii,

Europe, and Korea are considered as separate regions, with the remaining 12 regions designed to accommodate soldiers in CONUS and Puerto Rico. The NCOA regions and their composition are shown in tables E–1 and E–2.

a. Each NCOA will provide NCOES training for soldiers in its assigned geographic region (except as noted in table E–1) to include administrative and logistical support.

b. b. If certain NCOES training is not available within a region, that region's student population will receive training at the nearest NCOA that offers the training.

Table E–1
Noncommissioned officer academy regions active—Army

Region	Location	States/counties to be trained
1	Fort Knox, KY	Indiana, Kentucky (less Fort Campbell), Michigan, Ohio, Virginia, West Virginia, and U.S. Army Military District of Washington
2	Fort Bragg, NC	North Carolina
3	Fort Benning, GA	Fort Benning, (Installation Population)
4	Fort Stewart, GA	Fort Stewart (Installation Population), Georgia (less Fort Benning), Florida, Puerto Rico, Alabama, and South Carolina. Excess in region 4 go to region 3
5	Fort Campbell, KY	Fort Campbell (Installation Population), Tennessee, Minnesota, Wisconsin, Illinois and Iowa
6	Fort Polk, LA	Louisiana and Mississippi
8	Fort Sill, OK	Arkansas, Kansas, and Oklahoma
9	Fort Hood, TX	Texas (less Fort Bliss)
11	Fort Bliss, TX	Fort Bliss (Installation Population), Arizona, New Mexico, Colorado, and Utah.
13	Fort Lewis, WA	California, Idaho, Nevada, Oregon, and Washington. Excess in Region 13 go to Region 11
14	Fort Richardson, AK	Alaska
15	Schofield Barracks, HI	Guam, Hawaii, Johnston Island, and American Samoa
17	Korea (EUSA)	Korea
18	Vilseck (7th Army CATC)	Europe
20	Fort Leonard Wood, MO	Fort Leonard Wood (installation population), Missouri, South Dakota, North Dakota, Nebraska, Montana, and Wyoming
21	Fort Drum, NY	Connecticut, Delaware, Maine, Maryland, New Hampshire, New Jersey, New York, Massachusetts, Pennsylvania, Rhode Island, and Vermont

Table E–2
Noncommissioned Officer Academy Regions - Reserve Component

Region	Location
A	Fort Dix, NJ
B	Fort Indiantown Gap, PA
C	Eastover, SC
D	Camp Shelby, MS
E	Fort McCoy, WI
F	Camp Ball, LA
F	Camp Ashland, NE
G	Fort Lewis, WA.
G	Camp Williams, UT
Arctic Multifunctional Regiment	Fort Richardson, AK

Table E–2
Noncommissioned Officer Academy Regions - Reserve Component—Continued

Region	Location
Pacific Multi-Functional Regiment	Waimanalo, HI
Carribean Multi-Functional Regiment	Fort Allen, PR
3734th Training Battalion	Grafenwoehr, GE

E–3. Major command coordination

The CONUS MACOMs will send personnel to the NCOA serving the region nearest to the soldiers' duty station(s).

E–4. NCOA quota management

Management of NCOA course quotas is necessary to ensure that all eligible soldiers in a particular NCOA region have an equal opportunity to attend PLDC. Quota management also ensures that sufficient NCOs are trained to support command needs and sustain the promotion flow.

a. With the advice of NCOAs, Installations will develop plans to manage PLDC course quotas. Quota management plans will be established under the annual training requirement for each NCOES course taught at the respective NCOA.

b. Quota management plans will be designed to equitably distribute quotas to all units in the NCOA region.

c. Addresses of active army regional NCOA quota managers are listed in table E–3.

Table E–3
Addresses of regional quota managers-active Army

Region	Address
1	Commander, US Army Armor Center & Fort Knox, ATTN: ATZK-DPTM-TS, Fort Knox, KY 40121-5000
2	Commander, XVIII Airborne Corps & Fort Bragg, ATTN: AFZA-DPT-TS, Fort Bragg, NC 29307-5000
3	Commander, US Army Infantry Center and Fort Benning, ATTN: ATZB-DPT-T, Fort Benning, GA 31905-5273
4	Commander, 3rd Infantry Division and Fort Stewart, ATTN: AFZP-PTT-S, Fort Stewart, GA 31314-5000
5	Commandant, US Army 101st Airborne Division NCO Academy, ATTN: AFZB-DPT-NC, Fort Campbell, KY 42223-5000
6	Commander, Joint Readiness Training Center and Fort Polk, ATTN: AFZX-GT-TTS, Fort Polk, LA 71459-5000
8	Commander, US Army Field Artillery Center and Fort Sill, ATTN: ATZR-TTI, Fort Sill, OK 73503-5600
9	Commandant, US Army III Corps NCO Academy, ATTN: AFZF-NCOA, Fort Hood, TX 76544-5064
11	Commandant, US Army NCO Academy, ATTN: ATZC-DPT-S, Fort Bliss, TX 79916-6501
13	Commandant, US Army I Corps NCO Academy, ATTN: AFZH-NCOA, Fort Lewis, WA 98433-9534
14	Commander, Fort Richardson, ATTN: AFVR-PTM, Fort Richardson, AK 99505-5800
15	Commander, USARPAC, ATTN: APOP-TRI, Fort Shafter, HI 96858-5100
17	Commander, Eighth Army, ATTN: EACJ-TDD, Seoul, Korea APO AP 96205-0009
18	Commander, 7th Army CATC, ATTN: AETTV-DPT-TD, Vilseck, Germany, APO AE 09112
20	Commander, US Army Engineer Center and Fort Leonard Wood, ATTN: ATZT-FTM-TZ, Fort Leonard Wood, MO 65473-5000
21	Commandant, U.S. Army NCO Academy, Fort Drum, NY 65473-5245

Appendix F
Training Records

F–1. Transferring military training records

a. A critical link in the completion of IET is the transfer of pertinent training records from the training unit to the gaining unit. The following forms are used to transfer training information and records:

(1) DA Form 5286 (Individual Training Record Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT)).

(2) DA Form 5286–1 (Individual Training Record (Continuation Sheet) Basic Training, AIT, OSUT.

(3) DA Form 5287 (Training Record Transmittal Jacket).

b. Reproduce DA Form 5286 and DA Form 5286–1 locally on 8 1/2" x 11" paper. Obtain DA Forms from the installation publications stockroom.

F–2. Procedures for maintaining training records

a. Heads of ARSTAF agencies formulate overall policy for training and required documentation of training.

b. The HQDA, ODCS, G–3, formulates policy for the use of DA Form 5286 and DA Form 5286–1.

c. The CG, TRADOC, ensures that training records required to be maintained on each student are completed and forwarded to the gaining unit.

d. The Commandant, U.S. Army Academy of Health Sciences, maintains appropriate training records on those soldiers who take AIT at the Academy.

F–3. DA Forms 5286 and 5286–1

a. DA Forms 5286 and 5286–1 are designed to convey critical training information to the new soldier's gaining unit. Information on the individual training record (ITR) will be transposed to the leader book by the gaining unit.

b. The minimum training record to be maintained on each trainee and forwarded to the gaining command, is DA Form 5286. DA Form 5286–1 is used as required.

c. Items 1 through 10 of the ITR are self-explanatory. Use item 9 to record ASIs granted during IET or as a result of immediate follow-on courses. Use Item 11 to list the BT, AIT, or OSUT tasks trained and the level to which trained. As a minimum, item 11 will list tasks tested on the BT end-of-course test or the AIT and OSUT end-of-course comprehensive test.

d. The ITR available from the School Automated Instruction Management System may be used in lieu of DA Forms 5286 and 5286–1.

F–4. DA Form 5287

a. Completion of the front of the forwarding envelope for TRTJ is self-explanatory. The back of the envelope provides instructions for the soldier's training unit, the training installation personnel section, and the gaining command in-processing clerk. The TRTJ may be used by a soldier's losing unit to transfer appropriate training records to the gaining unit. Transfer instructions are as follows:

(1) The training unit will enter the required biographical data on the front of the TRTJ envelope and list the type of training record enclosed. After ensuring that listed records are present, secure contents in the envelope and deliver it to the trainee records section to be forwarded to the personnel service center for filing in the MPRJ as a transfer document, in accordance with AR 600–8–104.

(2) The trainee records section will check to ensure that listed records are present, then seal the envelope for forwarding with the MPRJ to the gaining unit.

(3) The in-processing clerk in the gaining unit's processing section will ensure that the sealed envelope is delivered to the gaining unit's commander or first sergeant.

b. Local standing operating procedures will direct that training records will not be removed from the soldier's MPRJ.

F–5. Guide to civilian personnel record-keeping

a. The employee's supervisor will ensure that training in excess of 8 hours, or training of any length that is required by law or regulation, is documented on DD Form 1556 (Request, Authorization, Agreement, Certification of Training and Reimbursement). Upon completion of training and course evaluation by the employee and supervisor, the supervisor will ensure the submission of course information into the official Army civilian database. It is the responsibility of the supervisor and the servicing CPOC to verify documentation entry and accuracy.

b. Documentation for individual training completions will include—

(1) Title and objectives of the training.

(2) Length of training in hours.

(3) Starting and concluding dates of the training.

(4) The period of time, if any, during which the employee is obligated to remain in Government service as documented in a continued service agreement in accordance with Section 4108 of Title 5, U.S. Code.

(5) Training expenses paid by the Government in accordance with Section 4109 of Title 5, U.S. Code.

c. Organizations will maintain case files in accordance with the Army Records Information Management System (ARIMS) and document the following:

(1) Training for Placement.

(2) Academic Degree Program Paid by the Government.

(3) Continued Service Agreements (5USC 4108).

(4) Recovery and Waiver of Training Expenses (5USC 4109).

(5) Acceptance of contributions, awards and other payments incident to training in non-Government facilities.

d. CPOCs will maintain the following training files in accordance with ARIMS:

(1) Annual region training plan.

(2) Purchase of regionwide training.

(3) Annual regional training execution CPOCs will assist managers to reconcile incomplete transactions on training completions.

e. Civilian Personnel Advisory Centers will maintain the following training files.

(1) Delegation of training approval authority training.

(2) Delegation of training approval authority designation memos/lists.

(3) Annual installation training plan.

(4) Purchase of installationwide training.

(5) Annual installation training execution.

(6) Annual evaluation of installation training.

Appendix G
Common Military Training

G–1. Overview

a. The CMT program consists of HQDA-selected general training requirements considered essential to individual or unit readiness. The HQDA, ODCS, G–3, approves and validates these training requirements directed by law, the DOD, the Secretary of the Army, and other HQDA staff agencies. This training is common to all members of units regardless of branch/career field or rank/grade. Unit training programs will incorporate these requirements.

b. MACOM commanders have a degree of latitude in adding to or emphasizing certain training requirements; however, care should be taken not to degrade battle-focused training.

c. Successful CMT programs are measured by performance to standard and not adherence to rosters or hours scheduled.

G–2. Program objectives

Objectives of the CMT program are—

a. To limit directed training requirements to subjects required by law or higher authority, and those validated as essential to individual or unit readiness.

b. To establish centralized control over directed training requirements and ensure the subject list remains current by validating requirements triennially.

c. To allow unit commanders maximum flexibility in achieving and sustaining required levels of proficiency.

G–3. Modifications to CMT

a. Training requirements incorporated into new regulations or other directives must be approved by HQDA, ODCS, G–3. As a general practice, new and additional training requirements should be incorporated into soldier's manuals, drills, or MTPs rather than directing more, different, or alternative requirements for CMT. Submit requests for CMT requirements to HQDA, ODCS, G–3, ATTN: DAMO-TR, Pentagon, Washington DC 20310–0450. Agencies requesting the training will include in the requests: the training objective for the CMT requirement; why the task should be trained (validated performance deficiency); the target audience (who requires training); the implementing directions; and an assessment for required resources.

b. The TRADOC performs analyses to determine the need to incorporate DA-approved CMT into common core training for institutional courses and adds CMT to appropriate common core task lists. It revises and publishes common core task lists for institutional courses biennially.

G–4. CMT codes and examples

a. Table G–1 lists CMT subjects for training in units. The following codes define the method used to conduct CMT training. Where more than one code is shown, commanders must determine the appropriate application —

(1) P: Program training (periodic requirements for all units) has specific learning objectives and an evaluation for proficiency; is conducted by an instructor/trainer in a structured manner; serves as the foundation for other training; normally is a qualification requirement; is presented and evaluated using the prescribed training conditions and performance standards. Programmed training requirements for units are conducted continually or cyclically, on the basis of the commander's analysis of training needs. Programmed training examples include weapons qualification, physical fitness training, and operations security.

(2) M: Mission training (periodic requirements for certain units, depending on unit METL) applies only to those units/organizations with special missions, weapons, equipment, or capabilities. Examples are chemical surety training

for the command and control elements of units that possess an organic chemical weapons capability or are involved in the targeting and employment of such weapons; and civil disturbance training for units with contingency missions requiring response to domestic of foreign civil disturbances.

(3) T: Time sensitive training (training required within a reasonable period before an event or exercise) must be completed within or at a specific time interval. Examples are antiterrorism and force protection training for personnel traveling overseas in a PCS, TDY, or leave status.

(4) I: Integrated training (to be integrated with other unit training. Not intended as stand-alone training events) subjects are integrated into other training events. Integrated training is used to retain/refine previously acquired skills, knowledge, and experiences. Individuals must have received prior training before the subject is integrated into other training. The subject must be applicable to the training in which it is integrated. Tasks must be trained and evaluated using the prescribed training conditions and performance standards. Examples include NBC defense, prevention of motor vehicle accidents, first aid, safety, and risk management.

(5) R: Refresher training (assumes trained to standard in schools, but requires occasional review to sustain training level for all soldiers) is used to reinforce previous training and/or to sustain/regain previously acquired skills, knowledge, and experiences. Training may be used in units to prepare soldiers for institutional training. Individuals and units must achieve the required performance standards while performing the task(s) under prescribed conditions. Commanders determine the need for refresher training based on assessment of individual and unit proficiency. Examples of refresher training are personal finance readiness, alcohol and drug abuse, and antiterrorism and force protection training.

(6) A: Awareness training (does not assume training in schools, but does require command emphasis) is used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program or system. It can be disseminated as handouts, supplemental reading, and orientations. How and when this training is conducted is discretionary and depends on the commander's evaluation of the need. Maximum decentralization is encouraged. Examples include new programs and policies and changes in the threat, etc.

b. Program and mission subjects have specific requirements for training and record keeping as prescribed in appropriate regulations (see appendix F). Unless otherwise directed by regulation, the training schedule is sufficient to indicate compliance.

Table G–1
Common military training requirements in units

Subject	AR	Proponent	Enlisted	Officer
Weapons qualification	AR 350–1	DCS, G–3	P	P
Physical fitness	AR 350–1	DCS, G–3	P	P
SAEDA	AR 381–12	DCS, G–2	R	R
Chemical surety	AR 50–6	DCS, G–3	M	M
REDTRAIN	AR 350–3	DCS, G–2	M	M
Civil disturbance	AR 350–7	DCS, G–3	M	M
Water safety	AR 385–15	DCS, G–1	M	M
Electronics security	AR 380–19	DCS, G–2	M, I	M, I
Antiterrorism and force protection	AR 350–1	DCS, G–3	T, R, I	T, R, I
Leadership	AR 600–100	DCS, G–1	I	I
Military justice	AR 27–10	TJAG	R, T	R
Alcohol and drug abuse	AR 600–85	DCS, G–1	T, R	T, R
First aid	AR 40–3	TSG	I	I
Heat, cold, and hearing injury prevention	AR 40–5	TSG	I	I
NBC training	AR 350–1	DCS, G–3	I	I
Opposing force	AR 350–2	DCS, G–2	I	I
Prevention of motor vehicular accidents	AR 385–55	DASAF	I	I
Operations security	See installation security oficer for reference material	DCS, G–3	I, P	I, P
Code of Conduct/ SERE	AR 350–1	DCS, G–3	M, R, I	M, R, I

Table G–1
Common military training requirements in units—Continued

Subject	AR	Proponent	Enlisted	Officer
Law of War	AR 350–1	TJAG	R	R
Equal opportunity/ sexual harassment/ homo-sexual conduct policy/ fraternization	AR 600–20	DCS, G–1	R	R
Health benefits awareness	AR 40–3	TSG	A	A
Public affairs program	AR 360–81	OCPA	A	A
Army Family Team Building	AR 608–99	DCS, G–1	A	A
Army Safety Program	AR 385–10 AR 385–63	DASAF	A, I	A, I

Appendix H
Joint Airborne/Air Transportability Training (JA/ATT)

H–1. JA/ATT requirements and requests
a. All JA/ATT requirements must be verified by the command representative and validated by HQDA at the monthly Air Mobility Command JA/ATT workshop.

b. The primary method of submitting all JA/ATT mission requests for approval is by electronic means. The alternate method for requesting JA/ATT missions is hard copy format, addressed to Headquarters, FORSCOM (AFOP-TRI), Fort McPherson, GA 30330–1062. Missions may be scheduled after the JA/ATT workshop using the message format in figure H–1. Parenthesis and enclosed items are for information only. Do not include parenthesis as part of the message. If changes affect tactical airlift control element (TALCE) or combat controller team (CCT) support, coordination with those agencies must also be referenced.

H–2. JA/ATT workshops
a. The Air Mobility Command will schedule and chair the monthly JA/ATT workshop. The workshop occurs 45 days before the first day of the month in which the mission will take place.

b. Because of their large quantity of mission requests, the XVIII Airborne Corps and 82d Airborne division are allowed up to two representatives. All other units are limited to one representative each. These units include divisions, TRADOC schools, separate USASOC units, and any other separate activities.

c. Headquarters, Air Mobility Command will come to the workshop with the flying hour and airframe capability for the month being addressed. Requests from the Army users are assigned against available aircraft on a priority basis. When JA/ATT requests exceed the available capability, the HQDA JA/ATT validator will determine the order of priority. When excess requirements are of equal priority, the joint training benefit of the requested missions will be used to determine selection.

d. The Air Mobility Command is the final approval authority for all JA/ATT missions. Air Mobility Command will publish approved JA/ATT mission taskings monthly as appendix 1 to annex C to the Air Mobility Command Operations Order 17–76. Distribution of mission taskings will take place about 30 days before the first day of the month in which missions are required.

H–3. Air Mobility Command Affiliation Program
a. This program matches numbered air forces with Army corps, division, and nondivisional units, worldwide. An affiliation relationship between an Air Mobility Command unit and a designated Army unit results in improved joint training opportunities. The mission, size, attrition rate, combat readiness, and contingency commitments of affiliated units dictate the frequency of training.

b. The affiliation and JA/ATT programs are separate but complementary. Most affiliation training activities will take place in conjunction with scheduled JA/ATT missions.

```
UNCLASSIFIED
FROM (Requesting Agency)
TO:      CDRFORSCOM FT MCPHERSON GA//AFOP-TR//

INFO:  HQ AMC TACC SCOTT AFB IL//XOBC/XOPI/XOPE/XOPW/XOGM//
720STG HURLBURT FLD FL//DO//
HQ AFSOC HURLBURT FLD FL//DOO//
HQ USSOCOM MACDILL AFB//SOJ3-O//
AFRC ROBINS AFB GA//DOOM// (If the flying unit is a Air Force Reserve Unit.)
ANGRC ANDREWS AFB MD/GDSS/XOOO/ (If the flying unit is an Air National Guard Unit.)
_____AW_____// // // (Operating wing)
_____AMCS/AMCF/ALCS/ALCF// (Support TALCE)
430SS POPE AFB NC//OSOG// (If the mission goes through Pope AFB or takes place in the Ft Bragg range.)

 UNCLAS

 MSGID/GENADMIN/ (Originator) //
SUBJECT/ REQUEST FOR (month) ADD-ON JA/ATT MSN//
REF/(References, if required.)//
AMPN/ (Amplification of references, if required.)//
POC/ (Name)//
RMKS/FOR (Month)
A.          TELECON WITH SERVICE VALIDATOR, (POC), AND (User)
B.          TELECON WITH (Operating wing POC), (wing), AND (user), (Date)

 1.    REQUEST THE FOLLOWING ADD-ON JA/ATT MISSION FOR (Month)

A.      LINE #.
B.      IPT(in place date and time, and last mission day).
C.      NUMBER OF AIRCRAFT AND TYPE
D.      USING UNIT
E.      NUMBER AND TYPE EVENTS
F.      ITINERARY (Include TOTs)
G.      STT (Specify if DZST)
H.      TALCE
I.      MHE
J.      STT
K.      HOURS (positioning/ depositioning/active)
L.      ARC FUNDING (MPA,RPA, Unit Funded)
M.      MSN CMD WING
N.      POC ONLOAD/OFFLOAD
O.      POINTS TOTAL/POINTS/HR (Do not use positioning/depositioning hours to calculate points).

B.      REMARKS/JUSTIFICATION: (Reason why mission could not be submitted at the JA/ATT workshop)
2.      REF B HAS AGREED TO SUPPORT THIS REQUIREMENT, IF APPROVED BY TACC.
3.      POC THIS HQS: (Grade/Name), (Office Symbol), (DSN).//
```

Figure H–1. Message format for JA/ATT request

Appendix I
Constructive or Equivalent Course Credit for Officers

I–1. Course credit policy
The policy for granting constructive or equivalent course credit is stated in paragraph 11 of chapter 3. The tables in this appendix identify the type of credit applicable to Officer Education System courses and provide details concerning eligibility and processing of applications for course credit.

I–2. Course credit tables

Table I–1 applies to all OPMD-managed Active Army commissioned officers. Table I–2 applies to Chaplains; table I–3 applies to Medical Corps (MC) officers; and table I–4 applies to Judge Advocate General Corps (JAGC) officers.

Table I–1
Constructive or equivalent course credit for OPMD-managed Active Army commissioned officers

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL award	Special instructions
OAC or CCC (Phase I)	Constructive	Complete more than 8 years AFCS	Individual officer or career management division	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 6	Officer must qualify by length of service, field experience, or demonstrated ability.
	Equivalent	All officers	School commandant	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 6	Instructor duty is insufficient reason to be awarded equivalency. Officer must complete all requirements expected of course graduates. Commandant may waive requirements or subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
CGSC	Constructive	Officers in grade of MAJ or LTC complete OAC or CCC and more than 15 years AFCS	Individual officer or career management division	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 4	None.
	Equivalent		College commandant	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 4	Officers completing equated foreign military schools will normally be granted credit. Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements or subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive	Officers in grade of LTC or COL, complete CGSC and more than 23 years AFCS	Individual officer or career management division	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 1	None.
	Equivalent		College commandant	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 1	None.

Table I–2
Constructive or equivalent course credit for chaplains

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL code award	Special instructions
OAC or CCC (Phase I)	Constructive	Complete more than 8 years AFCS	Individual chaplain or career management division	Commander, PERSCOM	MEL 6	Officer must qualify by length of service, field experience, or demonstrated ability.
CGSC	Constructive	Chaplains in grade of MAJ or LTC, complete OAC or CCC and more than 15 years AFCS	Individual officer or career management division	Commander, PERSCOM, ATTN: Approp. career mgmt division	MEL 4	Officer must qualify by length of service, field experience, or demonstrated ability.
SSC	Constructive	Officers in grade of LTC or COL, complete CGSC and more than 23 years AFCS	Individual officer or career management division	Commander, PERSCOM	MEL 1	Officer must qualify by length of service, field experience, or demonstrated ability.

Table I–3
Constructive or equivalent course credit for MC Officers

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL code award	Special instructions
OBC	Constructive	Prior attendance at non-AMEDD OBC or at least 1 year of AMEDD AFCS in a capacity other than first year graduate medical education	Individual officer or MC career activities	Commander, PERSCOM	MEL 7	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OBC. Letter of application must state specific reasons why applicant did not complete the course in residence or by distance learning.
OAC or CCC (Phase 1)	Constructive	Prior attendance at non-AMEDD OAC or CCC and at least 6 years of AMEDD AFCS at least 3 of which were in a capacity other than an educational program	Individual officer	Commander, PERSCOM	MEL 6	Officer must demonstrate distinguished duty or service that includes the common subject matter of the OAC or CCC. Letter of application must state specific reasons why applicant did not complete the course in residence or by distance learning.

Table I–3
Constructive or equivalent course credit for MC Officers—Continued

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL code award	Special instructions
CGSC	Constructive	Credit for OAC or CCC and at least 9 years AMEDD AFCS at least 5 of which were in a capacity other than an educational program. Credit for OAC or CCC and must be beyond eligibility for resident course attendance (15 years AFCS) or enrollment in distance learning course (18 years AFCS).	Individual officer	Commander, PERSCOM	MEL 4	Officer must have an outstanding performance record indicating a diversity of assignments including at least one AMEDD Command or key staff assignment. Officer must clearly demonstrate general understanding of the common subject areas of the CGSC course. Additionally, letter of application must provide satisfactory justification why CGSC nonresident (distance learning) instruction was not competed during the eligibility period.

Table I–4
Constructive or equivalent course credit for JAGC Officers

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL code award	Special instructions
Graduate course	Constructive	Officers complete more than 8 years AFCS	Individual officer or career management division	Commander, PERSCOM	MEL 6	Must qualify by length of service, field experience, or demonstrated ability.
	Equivalent	All officers	School commandant	Commander, PERSCOM	MEL 6	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
CGSC	Constructive	Officers in grade of MAJ or LTC, complete officer graduate course	Individual officer or career management division	Commander, PERSCOM	MEL 4	None.

Table I–4
Constructive or equivalent course credit for JAGC Officers—Continued

School/course	Type credit	Eligibility	Application submitted by:	Forward to:	MEL code award	Special instructions
	Equivalent		School commandant	Commander, PERSCOM	MEL 4	Instructor duty is insufficient reason. Officer must complete all requirements expected of course graduates. Commandant may waive requirements for subject matter area in which officer instructs. Commandant must first certify equivalent knowledge.
SSC	Constructive	Officers in grade of LTC or COL, complete CGSC, more than 23 AFCS	Individual officer or career management division	Commander, PERSCOM	MEL 1	None.
	Equivalent	Officers in grade of LTC or COL, and complete CGSC	College commandant	Commander, PERSCOM	MEL 1	None.

Appendix J
Reimbursable Matrix Support for NET Support and Services

J–1. Automated data processing support
a. Equipment.
b. Maintenance.

J–2. Army Modernization training automation system
a. Contract support.
b. Hardware and software.
c. Training.

J–3. Test support training
a. Test support packages.
b. Follow-on test and evaluation.
c. Initial operation test and evaluation.

J–4. NET related instruction
a. Instructor and key personnel training.
b. Staff planners course.
c. NET team instruction.
d. New materiel introductory briefings.
e. Logistics assistance representative training.
f. New materiel operations and maintenance training.
g. Technical orientation training.

J–5. Department of the army civilian support
a. Salaries.
b. Travel and per diem.
c. Professional development.

J–6. NET team support
  a. Salaries (civilian and contractor).
  b. Travel and per diem.

J–7. Contractor support
  a. Salaries.
  b. Travel and per diem.

Glossary

Section I
Abbreviations

ADT
active duty for training

AEC
Army Education Center

AFB
Air Force Base

AFCS
active federal commissioned service

AGR
Active Guard/Reserve

AIT
advanced individual training

AMC
U.S. Army Materiel Command

AMEDD
Army Medical Department

ANCOC
advanced noncommissioned officers course

AR
Army Regulation

ARNG
Army National Guard

ARSTAF
Army Staff

ARTEP
Army Training and Evaluation Program

ASA (AL&T)
Assistant Secretary of the Army (Acquisition, Logistics, and Technology)

ASA (M&RA)
Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASI
additional skill identifier

AT
annual training

BCT
basic combat training

CAR
Chief, Army Reserve

CCH
Chief of Chaplains

CCP
Consolidated Cryptologic Program

CG
commanding general

CGSC
Command and General Staff College

CIA
Central Intelligence Agency

CINC
commander-in-chief

CMF
career management field

CNGB
Chief, National Guard Bureau

COL
colonel

CONUS
continental United States

COTR
contracting officer's technical representative

CPX
command post exercise

CSM
command sergeant major

CSS
combat service support

CWO
chief warrant officer

DA
Department of the Army

DCS
deputy chief of staff

DET
displaced equipment training

DETP
DET plan

DETT
DET team

DLIEL
Defense Language Institute, English Language Center

DLIFLC
Defense Language Institute, Foreign Language Center

DMWR
depot maintenance work requirements

DOD
Department of Defense

DODD
Department of Defense Directive

EEO
equal employment opportunity

EPMS
Enlisted Personnel Management System

FM
field manual

1SG
first sergeant

FLOT
forward line of own troops

FORSCOM
(United States Army) Forces Command

FTX
field training exercise

GO
general officer

GTA
graphic training aid

HQ
headquarters

HQDA
Headquarters, Department of the Army

IADT
initial active duty for training

ICAF
Industrial College of the Armed Forces

IDT
inactive duty training

IET
initial entry training

IG
inspector general

INSCOM
U.S. Army Intelligence and Security Command

IRR
Individual Ready Reserve

JAGC
Judge Advocate General's Corps

JCS
Joint Chiefs of Staff

JTF
joint task force

LTC
lieutenant colonel

MACOM
major Army command

MCA
military construction, Army

MIPR
Military Interdepartmental Purchase Request

MOPP
mission-oriented protection posture

MOS
military occupational specialty

MSG
master sergeant

NATO
North Atlantic Treaty Organization

NBC
nuclear, biological, and chemical

NCO
Noncommissioned officer

NCOA
noncommissioned officer academy

NCOES
Noncommissioned Officer Education System

NDCC
National Defense Cadet Corps

NDU
National Defense University

NET
new equipment training

NETP
NET plan

NGB
National Guard Bureau

NWC
National War College

OCONUS
outside continental United States

OCS
Officer Candidate School

OJT
on-the-job training

OMA
operations and maintenance, Army

OMAR
operations and maintenance, Army Reserve

OMARNG
operations and maintenance, Army National Guard

OML
order of merit list

OPFOR
opposing forces

OSD
Office of the Secretary of Defense

OSHA
Department of Labor Occupational Safety and Health Act

OSUT
one station unit training

Pam
pamphlet

PCS
permanent change of station

PM
program/project/product managers

POI
program of instruction

QQPRI
quantitative and qualitative personnel requirements information

RA
Regular Army

RC
Reserve Component

ROTC
Reserve Officers Training Corps

SERE
survival, evasion, resistance, and escape

SFC
sergeant first class

SGM
sergeant major

SGT
sergeant

SI
skill identifier

SIGINT
signals intelligence

SM
system manager

SOW
statement of work

SQI
special qualification identifier

SSC
senior service college

SSG
staff sergeant

TASS
The Army School System

TDY
temporary duty

TJAG
The Judge Advocate General

TJAGSA
The Judge Advocate General's School, U.S. Army

TPU
troop program unit

TRADOC
U.S. Army Training and Doctrine Command

TSG
The Surgeon General

UCMJ
Uniform Code of Military Justice

U.S.
United States (of America)

USACIDC
U.S. Army Criminal Investigation Command

USAF
U.S. Air Force

USAIS
United States Army Infantry School

USAR
United States Army Reserve

USARC
U.S. Army Reserve Center

USAREUR
U.S. Army Europe

USARSO
U.S. Army Southern Command

USASMA
U.S. Army Sergeants Major Academy

USAWC
U.S. Army War College

USMA
U.S. Military Academy

USMC
U.S. Marine Corps

USN
U.S. Navy

WO
warrant officer

Section II
Terms

Active Army
The Active Army consist of (1) members of the Regular Army on active duty; (2) members of the Army National Guard of the United States and Army Reserves on active duty (other than for training); (3) members of the Army National Guard in the service of the United States pursuant to a call; and for (4) all persons appointed enlisted, or inducted into the Army without component.

active duty for training
A tour of active duty for training for RC soldiers. The soldier must be on orders to return to nonactive duty status when the training period is completed.

Active Guard Reserve
Active Guard Reserve (AGR) soldiers serve on full-time military duty in support of the Reserve components. Title 10, U.S. Code personnel are available for world-wide assignment, whereas Title 32, U.S. Code personnel must remain within the confines of the state boundaries. This program will remain a vital part of the RCs.

additional skill identifier
Code added to a soldier's MOS which identifies a specialized skill that is closely related to, and an addition to, those required by a soldier's MOS.

advanced individual training
Training given to enlisted personnel subsequent to completion of basic training, so as to render them qualified for award of an MOS. Also, training conducted at training centers, Army service schools, and when so directed, by United States Strategic Army force units, which qualifies an individual to perform in an entry or higher MOS.

advanced technology demonstrations
Demonstrations conducted in an operational versus laboratory environment used to conduct risk reducing, proof of principal tests for future battlefield system improvements. Typically, technology developers, materiel developers, and Army operational users evaluate potential technology improvements and performance specifications aimed at developing exit criteria for future battlefield system improvements.

annual training
The minimum period of annual active duty for training or annual field training a member performs each year to satisfy the annual training requirement associated with a Reserve Component assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Army
The United States Army includes the Regular Army, the National Guard of the United States, and the Army Reserve; all persons appointed, enlisted, or inducted in the Army without specification of component; and all persons serving in the Army under call or conscription under any provision of law, including members of the National Guard of the States, Territories, and the District of Columbia, when in the service of the United States pursuant to call as provided by law.

Army Continuing Education System
Integrated system of voluntary and self-development educational opportunities.

Army correspondence course
A formal, centrally managed series of self-study, self-paced instructional materials, identified by a common course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses (modules) presented in a logical, progressive sequence, directed toward specific training objectives.

Army Correspondence Course Program
Overall program governing Army correspondence courses (see Army Institute for Professional Development). The AMEDD and JAG correspondence course extension programs are separate programs not under the Army Institute for Professional Development.

Army Institute for Professional Development
Organization responsible for overseeing, managing, and administering the Army Correspondence Course Program.

Army Learning Center
Facilities providing education and training support services under the direction of the installation Army Education Center.

Army Mobilization and Operations Planning System
The procedural foundation for an integrated and coordinated approach to developing, approving, and publishing operation plans. The AMOPES provides the structure for Army participation in the Joint Service Planning Process for the deployment and employment of current forces.

Army modernization training
Required training to support Army modernization, such as, training includes new equipment training, displaced

equipment training, doctrine and tactics training, and sustainment training. Modernization training is the process which identifies training requirements for new or improved and displaced materiel systems.

Army modernization training automation system
A centralized database system, accessible worldwide, providing AMT managers with near-instantaneous access to all active and retired AMT plans. The system provides the ability to exchange information with combat, training, and materiel developers, and allows the staffing and approval of new equipment training plans electronically.

Army National Guard
The Army portion of the organized militia of the several States, Commonwealth of Puerto Rico, and the District of Columbia whose units and members are federally recognized.

Army National Guard of the United States
A reserve component of the Army, all of whose members are members of the Army National Guard.

Army Program for Individual Training
A mission, planning, and resourcing document produced by ATRRS that identifies by fiscal year projected individual training requirements for established courses and for skills where new courses are necessary.

Army-wide doctrinal and training literature
Publications that are DA numbered, indexed, and published. Products included are: field manuals, training circulars, ARTEP products (MTP, drill, exercise), soldier training publications, non-equipment training manuals, selected DA pamphlets (350 and 351 series), and posters.

Army Training Requirements and Resources System
The Department of the Army's major online information system for support of institutional training missions during peacetime, partial or full mobilization, and subsequent reduction to the training base consisting of a centralized training management database with interactive terminals supporting: The HQDA, PERSCOM and its RC counterparts; Army schools and training centers; and others service or government agency schools and training centers.

Army training
Instruction of Army personnel to accomplish their critical tasks and supporting skills and knowledge.

Army warfighting experiments
Discrete, single events or progressive iterations for testing and assessing new equipment, technologies, and information gathering technologies aimed at increase warfighting capabilities. AWEs typically have large teams of multiple Battle Laboratories, materiel developers, combat developers, training developers, doctrine developers, industry, and academia to test, operate, and evaluate advanced ideas, concepts, and technologies.

basic combat training
Training in basic military subjects and fundamentals of basic infantry combat, given to newly inducted and enlisted Active Army and Reserve Component personnel without prior military service.

career field
Includes career program positions (professional and administrative) and functionally related clerical and technical positions which are grouped together for life-cycle management purposes.

career program
Specified occupational series and functional fields group together on the basis of population, occupational structure, grade range, and commonality of job and qualification characteristics.

career program functional chief
The senior career program official is the functional chief. For example, in the Comptroller Career Program, the functional chief is the senior military officer in the Office of the Assistant Secretary of the Army (Financial Management and Comptroller). The functional chief designates a senior civilian executive to serve as his principle advisor, and that individual is designated the career program functional chief representative.

collective training
Training either in institutions or units that prepares cohesive teams and units to accomplish their missions on the battlefield and in operations other than war.

combat developer

An individual or agency responsible for developing concepts and organizational and equipment requirements.

common core

The combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

constructive simulation training

The use of networked, interactive, computer models to exercise command and staff functions and integrate combat arms, combat support, and combat service support functions. Networked constructive simulations permit echelons from platoon to joint task force-level to execute their normal warfighting tasks in extensive exercises without requiring the involvement of large bodies of troops and equipment.

course

Complete series of instruction units identified by a common title or number.

crew-served weapon

A weapon system for which a crew of at least two members is required

defense activity for nontraditional education support

Program that offers, by distance learning, a wide variety of graduate, under graduate, and vocational courses from leading educational institutions.

Department of Defense high-level architecture

The DOD HLA is a departmentwide effort to establish a common technical framework to facilitate the interoperability of all types of models and simulations among themselves and with command, control, communications, computers, and intelligence systems, as well as to facilitate the reuse of modeling and simulation components.

diagnostic test

An assessment which measures soldiers or civilian task competency before training. As it measures performance against a criterion, results focus training on what soldiers/civilians need to know, and provide links to prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of instruction.

displaced equipment training

Training on how to operate, maintain, and employ on displaced or cascaded equipment provided to the receiving unit and assigned personnel.

displaced equipment training plan

The plan detailing all the training required to support the redistribution of equipment within a MACOM or between MACOMs as a result of an Army equipment modernization action. The DETP describes training to be provided when the equipment is transferred to units that have not had previous experience on that equipment.

distance learning

The delivery of standardized individual, collective, and self-development training to soldiers, civilians, units, and organizations at the right place and time through the use of multiple means and technology. Distance learning may involve student-instructor interaction in real time (for example, via two-way audio/video television) and non-real time (for example, via computer-based training). It may also involve self-paced student instruction without benefit of access to an instructor (for example, correspondence programs).

doctrine and tactics training

Training provided to commanders, staffs, leaders, and operators on how to employ a new system. It is a component of NET and DET training. Tactics and techniques are covered through battle drills and situational training exercises which embody battle doctrine.

education

Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency.

embedded training
Capabilities built into, strapped onto, or plugged into operational materiel systems to train, sustain, and enhance individual and crew skill proficiencies necessary to operate and maintain the equipment.

functional proponent
Organization providing oversight for the content and function of their functional or specialty course(s). May or may not be the same as the training proponent.

functional training
Training designed to qualify leaders, soldiers, and civilians for assignment to duty positions that require specific functional skills and knowledge.

horizontally aligned training
Training when tasks selected for training are relevant to duties, responsibilities, and missions assigned to leaders who serve at a specific organization level, notwithstanding the rank or status of the individual being trained.

inactive duty training
Authorized regularly scheduled unit training assemblies, or equivalent training periods performed by RC soldiers who are not in an active duty or active for duty status.

individual development plan
A set of career objectives, courses, strategies, and developmental activities to assist employees to plan and execute short- and long-term goals.

individual training plan
A document prepared for each enlisted, warrant officer MOS and commissioned officer occupational specialty code and each functional or specialty training program that describes the overall plan to satisfy training requirements and documents the long range training strategy. The individual training plan is a part of the institutional component of the Combined Arms Training Strategy.

institutional training
Training, either individual or collective, that takes place in Army service schools, Army training centers, or other TASS locations.

interactive multimedia instruction
The IMI is a group of computer-based training and support products. This includes source materials that are commonly used in IMI products, electronic products used for the delivery of or supporting the delivery of instruction, and software management tools used to support instructional programs. The IMI products include: computer aided instruction, computer managed instruction, Interactive Courseware, electronic publications, electronic testing, electronic guides and simulations.

interservice school or course
School or course used by two or more services or agencies administered by a coordinating service or agency, presenting a curriculum developed in coordination with the participating (using) Services.

joint school or course
School or course used by two or more services that has a joint faculty.

journey-level
Full and competent performance level for a position.

leader book
A tool for recording and tracking soldier proficiency on mission oriented tasks.

live simulation training
Combined arms field training exercises executed under battlefield conditions using tactical equipment and opposing forces. It includes individual and collective training at institutions, home stations, the combat training centers, live fire ranges, and force-deployment locations in support of military operations. The training is conducted under the most realistic combat conditions attainable with the casualty-producing effects of modern weaponry simulated in a safe, objective, and consistent manner.

materiel developer
The agency or mission assignee responsible for research, development, and product validation of a System that responds to HQDA requirements. A system includes its wholesale level logistics.

new equipment
New or improved equipment reintroduced into the Army. New equipment applies to developed, product improved, and non-development items.

new equipment training
The identification of personnel, training, TADSS, and the initial transfer of knowledge gained through equipment development from the materiel developer/provider to the trainer, user, and supporter.

new equipment training plan
A document which outlines milestones and other key data elements for training to support new equipment training.

new equipment training team
A team of experts organized to conduct training of designated units or personnel on the operation and logistics support of new equipment at designated locations.

noncommissioned officer
Enlisted soldiers in the ranks of corporal through the Sergeant Major of the Army.

nonresident training
Individual training distributed to students for completion without the presence of an on-site instructor/facilitator, small group leader or otherwise designated trainer.

orientation course
Course that introduces the student to a particular technique or area of knowledge.

power projection Army
Term used to describe the capabilities of the Army to respond rapidly to threats against national interests anywhere in the world and operating across the spectrum of conflict. The power projection Army provides national leaders with the option of responding to crisis with tailored infantry, armor, airborne, air assault, and special operations forces. In partnership with the Air Force, the Navy, the Army can strategically project a ground combat force capable of delivering decisive victory in regional conflicts, and conduct stability and support peace operations. The essential characteristics of the power projection Army are readiness, deployability, versatility, and sufficiency. Additionally, it must be capable of dominating maneuver, conducting precision strikes, winning the battlefield information wars, protecting the joint force, and projecting and sustaining combat power.

reclassification training
Training intended to qualify an individual in a new MOS. Upon satisfactory completion of the training the new MOS will be awarded to the soldier and designated as the PMOS.

Reserve Component training institutions
The generic name which applies to all schools, academies, and centers operated by the RCs to train individuals.

resident training
Training presented, managed, and controlled by an on-site instructor or facilitator, small group leader, or otherwise designated trainer.

risk management
Actions to reduce and eliminate hazards or control the impact of hazards during training and operational activities.

self-development training
Self-development training is directed or self-motivated training which enhances and expands a soldier's or DA civilian's ability to progress in technical and leadership positions and improve their performance capabilities. Self-development training principally takes place while the individual is assigned to a unit or organization, but may also occur at school or during AMT.

schooling

Formal instruction of individuals at military or civilian educational institutions.

small group instruction

The means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models and mentors throughout the course. This instruction uses small group processes, methods, and techniques to stimulate learning.

soldier

An enlisted member, warrant officer, or commissioned officer in the Army.

soldiers manual

A MOS-specific soldier training publication that contains task summaries for the critical tasks in each skill level of a MOS. These task summaries identify for the trainers and soldiers the conditions under which the task must be performed, the required standards, and the performance measures for evaluating the soldier's performance.

soldier training publication

A training publication that contains critical tasks and other information used to train all Army soldiers to the same standards. It provides guidance on the conduct of individual soldier training in the unit and aids all soldiers in the training of critical tasks.

special qualification identifier

Digit added to the specialty or MOS identifying special qualifications needed for performance of a specific type military activity.

specialty

Professional military career field for training, utilization, and development of commissioned officers.

structure manning decision review

An annual process that compares the total Army training requirements for a fiscal year against the training capability of a given TASS school or training battalion and resolves differences.

student

An individual formally enrolled in any course of instruction.

subcourse (for correspondence courses)

Basic unit of instruction in an Army correspondence course. A grouping of lessons in the course. Synonymous and module.

sustainment training

Individual and collective training conducted in the unit or resident schools, units, and organizations to ensure continued expertise on the operations, employment, and logistics support of fielded systems or equipment.

system approach to training

The Army's training development process. It is a disciplined, logical approach to making decisions about all individual, collective, and self-development training in the Army. It determines whether or not training is needed; what is trained; who gets the training; how and how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate all training products. The SAT involves five related phases of training: analysis, design, development, implementation, and evaluation.

system MANPRINT management plan

A management plan to ensure the combat developer, training developer, and materiel developer take the six MANPRINT domains into account during the development of all materiel items.

system training plan

The master training plan for a new system. It outlines the development of the total training strategy for integrating a new system into the training base and gaining units; plans for all necessary training support, training products, and courses; and sets milestones to ensure the accomplishment of the training strategy.

tactical engagement simulation training system

An advanced collective training methodology supported by a family of TADSS used in free-play, force-on-force, field

training exercises. The TES training system consists of three subsystems: the simulator subsystem which includes TADSS and supporting procedures that simulate casualty-producing effects of weapons in real time; the control subsystem which includes a staff of trained observer-controllers who referee, ensure realism, record events, and report actions observed through AARs and unit take home packages; and the management subsystem which includes activities and computers to plan, schedule, conduct, and evaluate the training of battle-focused METL tasks to standard. This live simulation training system includes unique curriculum, specially trained military and civilian instructors, and life cycle contractor support personnel world-wide.

Army centralized individual training solicitation
The process by which DOD agencies, the total Army, other services, foreign military, and civilian agencies are requested to submit their individual training requirements by fiscal year for input into ATRRS.

The Army School System
Fully accredited and integrated Active Army, Army National Guard, and U.S. Army Reserve schools that provide standard resident and nonresident (distance learning) training and education for the Army.

The Army Training System Course
A course designed to train the same MOS/AOC skill level or AOC, LIC, SQI, or SI throughout the Army. The course ensures standardization by training all critical tasks to task-performance standard. It may be trained at different sites and may involve use of different media and methods to train the various phases, modules, or lessons

total package fielding
Total package fielding is the Army's standard materiel fielding process. TPF integrates all relevant factors before, during, and after fielding to ensure that force modernization is supportable and executable (see AR 71–9).

training developer •
The individual whose function is to analyze, design, develop,, and evaluate training and training products, to include development of training strategies, plans, and products to support resident, non-resident, and unit training. In developing systems, the command or agency responsible for the development and conduct of training which will provide the tasks necessary to operate and logistically support the new materiel system.

trainer's guide
A separate document, usually published as part of a Soldiers' Training Publication, that contain an MOS-Training Plan. It lists critical tasks to be trained in a specific MOS by duty position and subject area.

training proponent
Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

training resource arbitration panel
HQDA action group chaired by an appointee from the ODSCPER to manage the Army execution year individual training program.

training requirements analysis system
The management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The TRAS uses three types of documents: individual training plans, course administrative data, and programs of instruction.

training support package
A package integrating various training products necessary to train one or more critical tasks. Some components are: a course management plan, lessons plans, training products of an appropriate media mix, and all other materials needed to conduct the training.

vertically aligned training
Training when tasks for a specific skill level build upon the skills, knowledge, and experience gained during previous training and operational assignments. Tasks in the same general category must be progressive and sequential. They must show an increase in the skill level required to accomplish them; the conditions and standards must be more exacting; or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier.

virtual simulation training
Team and unit collective training exercises using computer-generated battlefield simulations. Simulators take the place of terrain and weapon systems and can be linked to expand the scope of the training exercise. Virtual training allows soldiers to perform tasks too dangerous for the live environment, such as calling artillery fire on or near an occupied position. It also provides the capability to make rapid scenario changes and retrain selected tasks.

warrant officer
Officer in the ranks of Warrant Officer One through Chief Warrant Officer Five.

wartrace program
Guidance and policy for the deliberate alignment of Active and RC Army forces under a single commander for wartime planning to achieve national strategic goals. Previously known as CAPSTONE, it links the Army Mobilization and Operations Planning and Execution System to AC/RC training objectives and procedures.

warfighting rapid acquisition program
WRAP implements the Army's accelerated procurement of systems and technologies identified through the warfighting experiments, demonstrations and programs. The WRAP acquisition process is the bridge that links ongoing and future Army experiments and demonstrations to the materiel development and acquisition processes.

Section III
Special Abbreviations and Terms
This publication uses the following abbreviations, brevity codes, and acronyms not contained in AR 310–50. These include use for policies, procedures, and responsibilities in the development, management, and conduct of Army training and education programs.

AAC
Army Acquisition Corps

AAW
Army acquisition workforce

ACCP
Army correspondence course program

ACE
American Council on Education

ACES
Army Continuing Education System

ACTEDS
Army Civilian Training, Education, and Development System

AER
academic evaluation report

AERS
academic evaluation reporting system

AL&T
acquisition, logistics, & technology

ALC
Army Learning Center

AMEDDC&S
Army medical department center and school

AMSC
Army Management Staff College

AMSP
advanced military studies program

AMT
Army modernization training

AMTAS
Army Modernization Training Automation System

AOASF
advanced operational art studies fellowship

AOC
area of concentration

AODC
action officer development course

AOR
area of responsibility

APT
Army personnel test

APFT
Army physical fitness test

ARMA
U.S. Army attaché

ARPERSCOM
U.S. Army Reserve Personnel Command

ARPRINT
Army program for individual training

ATAP
acquisition tuition assistance program

AT/FP
antiterrorism/force protection

ATD
advanced technology demonstration

ATRRS
Army Training Requirements and Resources System

ATSC
Army training support center

AWE
Army warfighting experiment

BNCOC
basic noncommissioned officers course

BOIPFD
basis of issue plan feeder data

BSNCOC
battle staff noncommissioned officer course

CA
combat arms

CATS
combined arms training strategy

CBTDEV
combat developer

CCC
captains career course

CGSOC
command and general staff officer course

CLP
command language program

CMT
common military training

CMTC
Combat Maneuver Training Center

CoC
council of colonels

CPOC
civilian personnel operations center

CS
combat support

CSMC
command sergeants major course

CTA
common table of allowances

CTC
combat training center

CTSWG
consolidated training support work group

CTT
common task test

CVSP
cardiovascular screening program

DAU
Defense Acquisition University

DAWIA
Defense Acquisition Workforce Improvement Act

DEOMI
Defense Equal Opportunity Management Institute

DNRS
director of nonresident studies

DTLOMS
doctrine, training, leader development, organization, materiel , and soldier

DTT
doctrine and tactics training

ECQ
executive core qualifications

EO
equal opportunity

EUSA
Eighth United States Army

FCR
functional chief representative

FDCC
fielded devices coordination council

FORMDEPS
FORSCOM Mobilization and Deployment Planning System

FSC
first sergeant course

FUE
first unit equipped

GOMO
general officer management office, HQDA

HLA
high-level architecture

IKPT
instructor and key personnel training

ILDC
intern leadership development course

IMA
individual mobilization augmentee

IMI
interactive multimedia instruction

IMS
international military student

ITAM
integrated training area management

ITP
individual training plan

ITRO
Interservice Training Review Organization

JAG
Judge Advocate General

JA/ATT
joint airborne/air transportability training (program)

JRTC
Joint Readiness Training Center

LAR
logistics assistance representative

LEAD
leadership education and development (course)

LIC
language identification code

M&RA
Manpower and Reserve Affairs

MANPRINT
manpower and personnel integration

MATDEV
materiel developer

MDC
manager development course

MDR
milestone decision review

MEDCOM
(United States Army) Medical Command

MEL
military education level

METL
mission essential task list

METT-TC
mission, enemy, terrain, troops, time available, and civilian considerations

MMRB
Military Medical Review Board

MTP
mission training plan

NDAA
National Defense Authorization Act

NETT
new equipment training team

NMIB
new materiel introductory briefing

NOOSC
NATO staff officers orientation course

NTC
National Training Center

OBC
officer basic course

ODCS
Office of the Deputy Chief of Staff

ODT
overseas deployment training

OES
Officer Education System

OLE
organizational leadership for executives

OPTEMPO
operating tempo

ORD
operational requirements document

P
promotable

PCC
precommand Course

PEO
program executive officers

PERSCOM
U.S. Total Army Personnel Command

PLDC
primary leadership development course

PME
personnel management for executives

PPBES
Planning, Programming, Budget, and Execution System

RDL
Reimer Digital Library

REDTRAIN
tactical intelligence readiness training

RTLP
range and training land program

SAT
systems approach to training

SATS
Standard Army Training System

SBLM
sustaining base leadership and management

SDC
supervisor development course

SES
senior executive service

SGI
small group instruction

SMC
sergeants major course

SMDR
structure and manning decision review

SME
subject-matter expert

SMMP
system manpower and personnel integration management plan

SON
school of other nations

SPC
specialist

ST
sustainment training

STRAC
standards in training commission

STRAP
system training plan

STT
sergeant's time training

TADLP
The Army distance learning program

TADSS
training aids, devices, simulators, and simulations

TATS-C
The Army Training System courses

TES
tactical engagement simulation

TLGOSC
Training and Leader General Officer Steering Committee

TI
technical inspection

TIS
time in service

TNGDEV
training developer

TRAS
Training Requirements Analysis System

TSC
training support centers

TSD
training support division

TSP
training support package

USACC
U.S. Army Cadet Command

USAFMSA
U.S. Army Force Management Support Activity

USAJFKSWC&S
U.S. Army John F. Kennedy Special Warfare Center and School

USARPAC
U.S. Army Pacific

USASOC
U.S. Army Special Operations Command

VI
visual information

WOAC
warrant officer advanced course

WOBC
warrant officer basic course

WOC
warrant officer candidate

WOCC
warrant officer career center

WOCS
warrant officer candidate school

WOES
warrant officer education system

WOSC
warrant officer staff course

WOSSC
warrant officer senior staff course

WRAP
warfighting rapid acquisition program

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